REPORT RESUMES

ED 018 676 AA 000 292

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER--AN INVESTIGATION OF NEW CONCEPTS IN LANGUAGE LEARNING.

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THE TEACHING OF ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER WAS CREATED TO INITIATE AND EXPERIMENT WITH THE DEVELOPMENT OF TEACHING MATERIALS THAT WOULD MAKE USE OF UNTRIED, BUT SIGNIFICANT, LANGUAGE TEACHING CONCEPTS. THESE CONCEPTS WERE APPLIED IN A PROJECT FOR PRODUCING AND TRYING OUT INSTRUCTIONAL MATERIALS DESIGNED FOR THE FIRST 3 YEEARS OF SCHOOL AND INTENDED AS A COMMON CORE OF MATERIALS FOR A WIDE RANGE OF LANGUAGE BACKGROUNDS. THE UNDERLYING ASSUMPTION USED FOR THE DEVELOPMENT OF THESE MATERIALS WAS THAT NONPREDICTABLE, PURPOSEFUL COMMUNICATION CAN BE INCORPORATED INTO INSTRUCTIONAL MATERIALS FOR THE EARLY STAGES OF SECOND OR FOREIGN LANGUAGE LEARNING, WHICH IS A DEPARTURE FROM THE USUAL PATTERN-PRACTICE FORM OF INSTRUCTION. THE NONPREDICTABLE, PURPOSEFUL COMMUNICATION WAS TO BE ACCOMPLISHED BY HAVING HE STUDENT PARTICIPATE IN A SITUATION THAT HAS A MORE DEMANDING PURPOSE THAN LANGUAGE PRACTICE AND THAT CAN BE ACCOMPLISHED ONLY BY THE APPLICATION OF NEWLY LEARNED LANGUAGE FORMS IN WAYS THAT ARE NOT PREDICTABLE BY HIS HEARERS. THE HEARERS ARE REQUIRED TO RESPOND OVERTLY TO THE SPEAKER'S LINGUISTIC SIGNALS BY SELECTING ONE OF A RANGE OF POTENTIAL RESPONSES. THE FOUR APPENDIXES TO THE REPORT CONTAIN 150 COMMUNICATION ACTIVITIES, PLAYLETS AND IMPROVISATIONS, SONGS, AND PHYSICAL EDUCATION ACTIVITIES. AS A RESULT OF INTERNAL APPRAISAL OF THE DEVELOPED MATERIALS AND TRYOUTS IN THE UNITED STATES AND IN OTHER COUNTRIES, IT WAS DETERMINED THAT NONPREDICTABLE, PURPOSEFUL COMMUNICATION CAN BE INCORPORATED INTO INSTRUCTIONAL MATERIALS AT PRIMARY GRADE LEVELS AND THAT TAKING CHILDREN INTO EARLY FUNCTIONAL USE OF THE LANGUAGE CAN BE PEDAGOGICALLY USEFUL. THE REPORT, INCLUDING THE FOUR APPENDIXES, WAS PREVIOUSLY CITED AS ED 012 362. (AL)

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ABSTRACT
The Teaching of English as a Second Language Materials Development Center was created to initiate and experiment with the development of teaching materials that would make use of untried, but significant, language teaching concepts. These concepts were applied in a project for producing and trying out instructional materials designed for the first 3 years of school and intended as a common core of materials for a wide range of language backgrounds. The underlying assumption used for the development of these materials was that nonpredictable, purposeful communication can be incorporated into instructional materials for the early stages of second or foreign language learning, which is a departure from the usual pattern-practice form of instruction. The nonpredictable, purposeful communication was to be accomplished by having the student participate in a situation that has a more demanding purpose than language practice and that can be accomplished only by the application of newly learned language forms in ways that are not predictable by his hearers. The hearers are required to respond overtly to the speaker's linguistic signals by selecting one of a range of potential responses. The four appendixes to the report contain 150 communication activities, playlets and improvisations, songs, and physical education activities. As a result of internal appraisal of the developed materials and tryouts in the United States and in other countries, it was determined that

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nonpredictable, purposeful communication can be incorporated into instructional materials at primary grade levels and that taking children into early functional use of the language can be pedagogically useful. The report, including the four appendixes, was previously cited as ED 012 362. (AL)

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FINAL REPORT

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GLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

Research Report

January 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

GERALD DYKSTRA
Principal Investigator

Research Report

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

January 1967

Teachers College, Columbia University
New York, New York

Council for Public Schools, Inc.
Boston, Mass.

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Many people have contributed directly and indirectly to the research, the current form of the materials, and the report presented here.

Graham T. Winslow, Chairman of the Board of the Council for Public Schools, Inc., Boston, Mass., and Chairman of the TESL Project Advisory Board, was the catalyst in obtaining interest and support for this research.

Among those who have contributed centrally to the development and current form of the Communication Activities are: Francis C. Johnson, Joan Klyhn, and Alice Osman, who also put the playlets in their final form. Primary credit for a first breakthrough in developing a simplified format for the Communication Activity is due Charlotte Kuenstler, Coordinator of the Project, who is also responsible for the songs and physical education activities.

Many others, including teachers and observers at tryout centers, have contributed in a variety of ways and to a variety of degrees. Outstanding among these are: Clarice Carmichael, Education Specialist, Choctaw Agency, Philadelphia, Mississippi; Richard Port and Antonette Port, Research Team, Aiyetoro, Nigeria; Adela Mendez, Department of Education, Puerto Rico; and Muriel Heide and Sabra Chavez, Escuela Normal Superior de Mujeres de Monterrico, Lima, Peru.

American Recording Corporation of New York, N. Y., supplied technical assistance and the flexible vinyl discs that were used for all recordings. Guitarist Mundell Lowe assisted with arrangements and played the guitar for all songs that were recorded.

Kohner Brothers of New York designed and manufactured the plastic pieces that were used in tryouts of the Communication Activities.

Gerald Dykstra

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Small groups form responsive environments for a natural language setting.

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A Communication Activity at
The TESL Materials Development Center

1. INTRODUCTION:

THE TESL MATERIALS DEVELOPMENT CENTER

The TESL (Teaching English as a Second Language) Materials Development Center began in July, 1963, with support from the U.S. Office of Education, the Council for Public Schools and Teachers College, Columbia University.

1.1 Problem: Communication in learning English; in small group responsive environments; within total programs; in a range of cultures; with international cooperative efforts.

The TESL (Teaching of English as a Second Language) Materials Development Center was organized in large part to initiate and experiment with the actualization in materials of untried but significant language teaching concepts. This actualization was to take the form of producing and trying out materials for Teaching English as a Second Language for a half hour per day to children in the first three years of school. Central among the concepts considered are those of a common core of materials for a wide range of language backgrounds and controlled but real, immediate, and demonstrable communication with a pupil's new language learnings.

There were a number of questions underlying the establishment of the project. The primary ones are listed here.

1. Can nonpredictable, purposeful communication* be incorporated into instructional materials for the early stages of second or foreign language learning?

2. Can pupil participation in such communication be as intensive as it is in pattern practice classes?

3. Can pupil listeners form useful responsive environments for pupil speakers?

4. Can materials so constituted form viable classroom materials, and can they be made pedagogically useful?

---

* For the purpose of the Materials Project, communication means that the individual speaker is to have multiple choices of linguistic content; that he is to participate in a situation in which he has a purpose superordinate to that language practice; and that only by the use of recently presented or newly learned language forms will he be able to accomplish his superordinate purpose. His hearers are not able to predict his linguistic choices, but are nevertheless required to respond overtly to his linguistic signals by selecting one of a range of potential responses. When the speaker repeatedly and consistently accomplishes his purpose without the necessity of repetition or use of extraneous signals like translation, communication is to be assumed.

5. Will supporting modes be needed in a program that emphasizes the communication mode?

6. How can supporting modes also more nearly simulate out-of-classroom functional use of language?

7. Can second language reading instruction for young children include from the early stages emphasis on rapid silent reading with overt response?

8. Are the widely-used successful techniques of oral language instruction applicable to primary school writing instruction in the form of exercises that start with models and draw pupils in graduated steps from full reliance to no reliance on a model?

9. Is the communication mode also applicable to writing and to reading?

10. What research can be started within the framework of this project to help determine the nature of the differences that are both necessary and sufficient in provision of materials for different cultures? One ultimate goal of this type of research is to determine the nature and extent of the valid applications of contrastive analysis in materials development. Another is to determine the nature, the possible extent and the relative usefulness of a common core set of materials designed for a wide range of cultures.

11. Is international cooperation feasible in research and development work related to these questions?

1.2 Background: The history of a need and an idea.

The background of the questions listed as representative of the problem includes fruitful, creative dissatisfactions; simultaneous consideration of scholarship and school curriculum; and heuristic teaching practice. Of the following summary comments, most refer to historical background and some to conceptual explanation as well.

English is the leading international language and it is the most widely used medium in school education and in technical instruction. But in many of the world's new nations, where English is the medium of instruction in higher education, in secondary education, and even in primary education, and where it is a means to technical advancement as well, effective communication is a fraction of what it should be. In East and West Africa, for example, where a child's total school education is through the medium of English after the average age of about nine, competent observers have estimated that well over half of all educational investment is fruitlessly lost because of the second language problem. One of the critical shortages behind the wastage is the lack of adequate elementary school materials which incorporate the most promising developments in language teaching and which make appropriate provision for the most effective role for currently available teachers at this level.

Where English is the first language of the majority, the problem is equally relevant to growing numbers. In the United States, for example, requests for federal and state assistance are increasing rapidly as a result of the influx of pupils who do not speak

English as their native language. The major urban areas have found it necessary to set up special departments to deal with the problem of thousands of non-English speaking children and few school districts escape the wastage of financial and human resources that is inherent in this situation. New York City is working with the depressed areas. In Maine there are special programs in English for French-speaking children. In Southern California, Texas and New Mexico, children who do not speak English are put into regular classrooms in the hope that they will absorb the language. In large classes, teachers who are unable to devote special attention to these children often assign a "buddy" who speaks both English and some Spanish and who, in effect, becomes chief tutor and teacher for the Latin American child, while handling his own school work. In Florida, much effort was put into provisions to meet the needs of an overflow of refugees, but preparation of materials and teachers were a problem. Puerto Rico needs a continuously improving program if English is to remain the language of instruction in this age of the information explosion. Improved materials are needed for speakers of oriental languages in Hawaii and the Pacific Trust Territories, for California, and for the Indians of the West and Alaska. Citizenship programs include a dominant English as a second language element which needs improvement. The dialect problem highlighted in nearly all programs for the disadvantaged is related. These problems are continuing ones and new aspects continue to arise not only in the United States but in Canada, Britain, Australia and wherever English is normally called the first language.

The deep need for excellence in English language materials is beset with some major problems. Among them are the shortage of materials that are appropriate to the total cultural background of the child and the shortage of qualified teachers. Related to the first of these two, it will be appropriate to expand somewhat on the idea of materials based on contrastive analysis and on new pedagogical possibilities. The second is less directly related to this project, but reference will be made to teacher education in subsequent sections.

1.21 Contrastive analysis.

For 25 years a fundamental idea among leaders in the field of English as a foreign or second language has been that separate materials are required for each linguistic or cultural background. Clues as to the differing needs have been obtained from classroom observations of problems and from comparisons of a description of English with descriptions of background languages. Exercises have then been prepared appropriate to the needs.

There are, however, some unanswered questions which arise from the work done on the basis of the motivating idea of separate sets of materials as indicated in succeeding paragraphs.

1.211 Practical problems.

In many and indeed in some of the most important areas of the world where materials are needed for teaching English, the production of separate sets of materials for each language or culture group is a practical impossibility. Nigeria, for example, has 250 indigenous languages. New Guinea has 750. The Philippines has 70. A classroom in Texas City may have as many as five. A classroom in New York is unpredictable. There are too few qualified scholars available to make adequate cultural and linguistic descriptions for the very many different language culture areas. And after the descriptions must come the comparative studies or the contrastive analyses. Even if we had these, we would find a shortage of people who could put together desirable sets of materials on the basis of such analyses. Indeed, we do not yet know the proper application of contrastive analysis to the development of instructional programs. And if we had the materials, we would find many countries could not afford the costs and other difficulties of separate publication and distribution for several sets of materials. Moreover, if we had the optimum number of different sets of materials we would find a classroom difficulty in use of the differing materials since pupils from a variety of language backgrounds often constitute a single class in many of the new nations and pupils from a variety of totally different cultural backgrounds may participate in a single class in the countries where English is otherwise the first language. For classroom use, a single set with applicability to a range of language-culture backgrounds would still be a necessity for many situations.

1.212 Clinical evidences of a shortcoming.

Materials for Spanish speakers at the University of Michigan seemed to work as well for Iranians and Japanese. Materials for the Philippines have not been shown to work any less well elsewhere. Materials prepared for West Africa, but used by chance in East Africa first, worked out gratifyingly well there. The sets that have been prepared have many areas of similarity one to another as well as many areas of difference. The similarities suggest the possibility of common problems for students from a variety of backgrounds. And the differences give rise to the problem of ascertaining which differences are a response to the difference in language background of the audience for whom the materials were prepared. Many differences that occur seem rather to be those that develop from the different natures and backgrounds of the authors involved. Other differences in extant materials seem motivated more by age differences of pupils than by their differences in language background. Still other differences are obviously motivated by relatively superficial, and almost extralinguistic, cultural and geographical differences such as names of persons and places and use of common nouns with referants that are limited in distribution to the community for which the materials are developed.

This is not to say that such adjustments of materials are not highly desirable and even necessary. It is sufficient perhaps to restate that these are not the fundamental kinds of things that leading linguists have in mind when they speak of the need for linguistic comparisons prior to materials development. Concern for relatively minor vocabulary adjustments of this type could appropriately and efficiently come after, rather than before, concern with the more fundamental adjustments.

Evidence on comparative results of materials produced specifically for one cultural background, when used in another, is inconclusive. The data we have are primarily the informal, haphazard observations of teachers. This meager evidence, so far, seems to suggest that good materials prepared for speakers of one language work quite well, if not equally well, for speakers of other languages.

It is first of all necessary to recognize that we need evidence. Then it is important to recognize that the predictions based on comparison of linguistic descriptions are hypotheses and that they can and should be tested experimentally. They can probably be tested in many ways. We will not test the specific hypotheses so developed, but we will examine and try to begin measurement of the need for separate sets of materials.

1.213 One or more theoretical bases?

A rationale for seeking a sound basis for one set of materials in teaching English as a second language is sufficiently grounded on the needs and on the evidences indicated above. In practice, materials for a specific background are not commonly a total failure when used in other situations. In addition there may be bases in theory.

While it is now clear that a culture is a self-contained system, it is also clear that there are relatively similar elements among different cultures as well as totally different elements. For the practical problem of language instruction, there are degrees of differentness. There are, for example, studies of language universals.

At least some of the essential structural distinctions in the system of the English language must be maintained wherever it is used. We are not prepared to say to what extent they must be maintained, but while it is obvious that a speaker may have a "foreign accent" to the extent of failing to make certain phonemic contrasts or certain grammatical contrasts and may still be understood, due to redundancy in the system, it is equally obvious that if none of the structural contrasts are maintained, a pupil will neither speak nor understand English.

A pedagogical basis might be developed for a single set of EFL materials on the ground that it is the role of the teacher to make adjustments appropriate to the needs of the students, while it is most appropriately the role of the materials writer to write materials suitable for adaptation by teachers to a range of situations.

The main pedagogical research purpose of the materials developed here is to provide a matrix in which pupils may communicate non-predictable messages in English. This purpose is most clearly realized in the Communication Activities, but the songs, physical education activities, playlets, reading and writing exercises also include opportunities for meaning-related use of language.

The work of this project should contribute to the concept of the desirability of appropriately different materials for each linguistic or cultural background insofar as the project begins to say anything at all about the nature and extent of the differences required and the relative importance or lack of importance of some popular and often-repeated differences in current materials. How necessary is it, for example, to have facial features that resemble the learner's in illustrations used in teaching English? To what extent can English language structure be learned on the basis of reference to features that, while differently interpreted as required by the total cultural configuration, may nevertheless serve as usable contact points among a number of cultures: hands, feet, children; walking, breathing, fighting. An analogy may be drawn from the sound system. Japanese speakers learning English will long maintain an r/l confusion, but they will quite soon make a t/d distinction which, while not wholly within the English pattern, is readily usable for decoding by the English speaking listener.

Expressions of fear that the proposed common core of materials developed for experimentation may do damage to the campaign to convince people that separate sets of materials are necessary are ill-founded expressions. There is no evidence that such a campaign will be adversely affected. Even more to the point, however, there is not sufficient experimental evidence to support unconditional and unquestioning loyalty to the campaign without the permission of suggesting alternative and compromise possibilities.

1.22 The project starts.

Upon completion of the revised Intensive Course series for speakers of Spanish at the University of Michigan in the 1950's, it was clear that pattern presentation and pattern practice, promising as these were from the start, did not constitute the ultimate development in second language instruction. Immediately, a closer relevance to language function seemed essential. Subsequent reaction to the shortcomings of other foreign language materials that also emphasize pattern practice, but do not succeed in going significantly beyond, bears out this early response to the Intensive Course. Recent presentations at professional meetings show growing awareness of possibilities, and distinct interest in developing materials with nonpredictable functional use of communication as a criterion for acceptability. The prototype lesson for this type of material as subsequently developed in the TESL Materials Development Project was presented in one of the community laboratory schools of the Kaimosi Teacher Training College in Kenya.[1]

The dissatisfaction with college entrance reading comprehension and reading speeds, the dissatisfaction with writing ability, and the indirect approaches used in teaching these skills, suggested development more nearly parallel with direct oral approaches that were proving more successful than earlier indirect approaches to development of oral ability.

The assumption of the necessity of completely separate sets of materials, based on contrastive analysis, for every different language background was shown empirically to require research on the nature of differences required and on valid applications of contrastive analysis. This undercuts the earlier assumption that contrastive analysis clearly showed its own application somehow. Related to this is the desirability of exploring the application of studies of language universals and the extent of possible core materials for presentation to students from more than one language background, with separate materials where the core proves empirically unsatisfactory.

The world-wide extension of teaching English to speakers of other languages suggested the desirability of exploring further the extent of currently possible international cooperation in experimentation and curriculum development. This type of cooperation has often been proposed but it has commonly failed to materialize in any significant, extended way. Research on a central core, and divergences as necessary, seemed a good starting point insofar as a variety of language and cultural backgrounds would be necessary for any culturally differentiated feedback on divergences from a core that might be indicated. Eminent advisers for the project were obtained from Britain and the United States. Readiness for cooperative endeavor had been shown in many countries.

In 1961, The Council for Public Schools began conversations with Gerald Dykstra, then of Teachers College, concerning the Council's entering the field of English as a Foreign Language. In 1961-62, when Professor Dykstra was on assignment to the Afro-Anglo-American Program, in which Teachers College was a participant, he tried out instructional procedures in Africa which proved promising. A report of one aspect of the experiments was published by Oxford University Press. The earlier conversations continued and the Council set up an advisory committee. Prof. Dykstra continued to explore the instructional procedures as an associate coordinator of the Ford Project in English as a Foreign Language at Teachers College until a proposal was approved for research in TESL. The TESL Materials Development Project, then, represented the convergence of a number of enterprises, each with a lively interest in the teaching of English as a Second or Foreign Language.

1.23 Areas of pedagogical innovations in the test materials.

A useful tool for feedback purposes should include provision to elicit not only a lot of language practice but also language use in situations that require coding and decoding of messages. Toward this end some important pedagogical innovations were incorporated. One of the earliest statements on the materials is the following:

1. They are being oriented entirely toward multiple-unit classes. The classes are to be divided into groups of four and the materials are prepared specifically for this grouping to the extent of becoming meaningless and inoperative if the class is not divided.
2. The activities set up for the small groups always include a superordinate, non-linguistic purpose. These activities might be called games. They are not games in the play sense but rather in the sense we use in speaking of economic games, war games, peace games, etc. The rules are not arbitrary, but consonant with the situation. Language practice is subordinate to the purpose of the activity.
3. We are incorporating the "responsive environments" concept, but in a social rather than a machine environment. This is accomplished primarily by arranging that all linguistic and action responses of the participants are real responses to real situations, not pre-determined responses to language drill situations.
4. Each activity, to be accepted in the materials, must require the encoding and decoding of messages. There must be real

communication of information that cannot be known by the hearer except through language. The speaker must always have a repertoire of possible messages, one of which he uses, unpredictably for the hearer, to accomplish his purpose. Conversely, the hearer must have a choice of possible action responses from which he selects the one appropriate to the message he receives.

5. We are developing the concept of a pedagogical use of communication. Not only must communication be present in our activities, but it must be built into a system designed to work toward reinforcement of correct responses and extinction of errors. Success or failure in accomplishing the superordinate purpose serves as the framework for this function of communication. Separate means of checking on the speaker and on the responder must be built into the activity.

6. Errors can be programed out by capitalizing on the operations that the pupil has already mastered and using the new material as the crucial element in the communication.

7. Other characteristics of the materials development program of the project include: the emphasis on universals--or the multicultural orientation; the design for some materials (songs) with maximum usefulness even without special teacher training and teachers' handbooks; the built-in teacher education aspects of the presentations preceding the activities; the tie-in with physical education, music, mathematics, history, geography and other subjects.

The project represents experiment with new criteria for content selection and, especially, with new curriculum designs. The ideas covered in the conceptual framework and manifested in the product are exciting to those who have worked with them. Dr. Francis C. Johnson, Professor of English at the University of New Guinea, and author of the outstanding Minenda Series for English instruction in the Pacific areas, has named the communication aspect of the project, as worked out here, the most significant conceptual contribution to language instruction since the time of the promotion of "direct method."

The materials developed within this project do not constitute a total and complete course. It would be presumptuous to make claims for them beyond their present purpose as experimental materials in a number of linguistic environments.

They highlight a central idea, however, that of real communication, which is bound to flourish far beyond the reach of these beginning efforts.

1.3 Related Research: Developments; the project's closest relatives; and way-out ideas.

Scholarship in areas of project interest has been extensive. This may be exemplified by the recent bibliography of contrastive linguistics which has been compiled and edited by John H. Hammer in consultation with Frank A. Rice.[2] It should be noted, however, that the hundreds of entries in this outstanding bibliography deal with theory, problems, materials for specific language backgrounds, and descriptive reports of various kinds. Very few deal with reports of experiments of any kind and none report significant experiment showing the nature and range of appropriate application of contrastive analysis to materials development. In this situation of lack of supportive evidence, John Carroll's view[3] suggests that contrastive analysis may offer less of a basis for effective materials development than does a proper program of reinforcement. Carroll's compilation of research[4] and current reports from the many Office of Education sponsored projects help to show the scope of the scholarship in areas of project interest.

Materials designed to teach English or any other language are also considered to be related research in so much as they represent attempts at manifesting a conceptual framework or a theory of materials design. They become, in effect, something comparable to experiments testing the hypothesis that the concepts can be successfully manifested in useful materials. None have been found to experiment with the concept of incorporating the criterion of communication operationally defined as a systematic requirement of the exercises.

While research that has a relationship of the first order to the project seems to be lacking, there is no lack of relevant research and scholarship which bears a relationship somewhat more removed from the primary interests of the project. Before coming to a statement of the types of materials that were of great interest to project personnel, we would like to make reference to four other papers that bear quite significantly on project interests. In "A Minimal Theory of English Language Learning"[5] Leonard Newmark and David A. Reibel question the value of teaching structures separately from use. They suggest that the material from which the child learns is not selected in the interests of presenting discrete grammatical skills in an orderly fashion. They urge that the child be exposed to an extensive variety and range of sentences selected for appropriateness of meanings, rather than solely for their power to illustrate a particular grammatical principle. They indicate that this is the process in the child's learning of his first language and it is the only process which we know will produce native speakers of the language. Newmark and Reibel suggest that an inherent language learning ability takes the place of emphasis on careful sequencing of the kind of patterns to which the child is exposed. They argue strongly for abandonment of the notion of structural grading and structural ordering of exercise material in favor of situational ordering which gives primary emphasis to meaning. While the TESL Project has not abandoned structural ordering as suggested by Newmark and Reibel, it has brought in the requisite emphasis on meaning.

Charles A. Curran goes further in "Counseling Skills Adapted to the Learning of Foreign Languages."[6] In a guidance oriented language learning situation, all consideration of selection and sequence in linguistic structuring is disregarded and each participant in a discussion is provided with an individual tutor who provides him, through translation, with the language forms that the speaker wishes to use in conversational exchange with others in his group, who are using four languages simultaneously. Here meaning and immediate function are combined. The combination of emphasis on meaning and immediate function are similarly characteristic of the TESL materials, though disregard of structural patterns in sequence is not characteristic of them.

Shirou Kunihira and James J. Asher in "The Strategy of the Total Physical Response: an Application to Learning Japanese"[7] report a carefully controlled experiment in which acting out of the content of words and sentences being learned is demonstrated to provide superior immediate retention and far superior delayed retention. TESL Communication Activities are designed to require physical responses on the part of a hearer more often than on the part of the speaker insofar as words are related to activities. While the speaker also makes a response it is an appropriate response to the physical responses made by the listener, that is, the type of response that one would more normally expect in an average out-of-class situation. The TESL Physical Education Activities, as well as the songs, very closely parallel the situation described by Kunihira and Asher, that is, situations in which the words produced by the speaker correlate with actions immediately produced also by the speaker. This disregards the adapted use of the physical education activities in which they more nearly parallel the communication activities where the speaker gives the linguistic signal and only the listeners provide the appropriate responses.

For research of a totally different type, yet related to work carried on in the TESL Materials Development Center, I would like to highlight the work of Frank Cyr in the Catskill Area Project in Small School Design.[8] The emphasis here is on breakdown of the classroom unit into multiple small group work units. Except in group singing and for purposes of group explanations, classes within the framework of the TESL Materials Development Center work were regularly broken down into groups of four or groups of two.

There are a great many materials which share some limited aspects of materials design with the TESL materials. Illustrative of a specialized set of materials for very young children are the Peake Materials developed in Nairobi, Kenya and the Straight for English materials developed in West Africa. There are a great many others like the New Nation Series, English for Today, English This Way, English for Grades 1, 2, 3, 4, 5, and 6 prepared for use in the Philippines and some others which share some of the characteristics growing out of preparation for use in elementary schools. News for You is an illustration of equatable content in materials prepared for distinctly different levels of ability in English. The various Nuffield sponsored projects in England and Africa will continue to be of great interest.

A study of the effects of Oral-Aural English Language instruction, Spanish Language instruction, and non Oral-Aural instruction on reading readiness in grade one has been undertaken by Thomas D. Horn. Bilingual readiness in primary grades has been studied by and reported by Paul E. King in an early childhood demonstration project supported by the U.S. Office of Education and Hunter College of The City University of New York. Professor Louis Forsdale is carrying forward related research on the development of 8mm film. Professors Forsdale and Dykstra together produced within the framework of the project in educational communication of the Horace Mann-Lincoln Institute of School Experimentation a film called "English Face to Face," experimental in the sense that the student learns the dialogue on the film. The film is then repeated in a new setting, actually a new film, in which one of the participants of the previous discussion is absent and the speakers on the film look directly at the camera, that is at the observer, when speaking to the now missing person who is to be replaced by the participating student. Dale P. Crowley has initiated a research and demonstration project by which he hopes to demonstrate that Hawaiian children whose native language is Hawaiian Pidgin and who have little or no control over standard American English can acquire such control during the early strategic years of their lives in kindergarten, first, second, and third grades at school. Another type of materials development and research is that related to the work of the project in that work which developed out of an article by Professor Dykstra entitled "Eliciting Language Practice in Writing." The first result of this was a work sheet called "Expanding the Writing Horizons" formulated into Worksheet Number Eight. This served as the basis for Ananse Tales: A Course in Controlled Composition together with workbook and teacher's manual. Worksheet Number Eight was also the basic foundation for a subsequent course in guided composition now being published by T. Y. Crowell. It has served also as the foundation for a series of five courses from grades one thru ten now in process of final editing. Tryout and experimentation in New York, Massachusetts, Vermont, and Nigeria have shown surprising uniform results in eliciting of interest and pupil improvement.

Another type of research directly related to the project is that done by Miss Wasananan in which under controlled conditions, a long-term memory was found to be much enhanced through the use of Communication Activities as opposed to learning to completion through a programed approach.

A dissertation by Francis C. Johnson evaluates the TESL Project midway in development. The remainder of this section on related research is constituted of material he gathered as being of relevance to the project.

Terminology

In presenting this historical overview of the teaching of English as a foreign language the terms approach, method and technique will be used as defined by Edward M. Anthony.[9] The confusing terminology used by linguists, teachers, materials writers and others in this field often led to misinterpretation of the nature of principles and practice in language teaching. A typical example is the use of the term "Direct Method" to describe an approach to the teaching of foreign languages which developed at the beginning of the twentieth century. The Direct Method movement embodied an approach to language teaching which stated a point of view, an article of faith regarding the nature of language and language learning. Associated with this approach were certain methods--a whole range of them featuring pedagogical concepts which were consistent with the underlying principles of the approach. The methods in turn generated a number of specific techniques for classroom application of the method.

An historical examination of foreign language teaching will show that although the approach of the Direct Method movement has been superseded many of the concepts of method and technique originally formulated in accord with the principles underlying the Direct Method approach have been developed to serve the requirements of newer approaches. To evaluate then, the contributions of the Direct Method movement, as well as other language teaching movements, it is necessary to make this tripartite distinction in terminology.

The "Traditional" or "Classical" Approach

One of the earliest and most widespread systematic approaches to the teaching of foreign language is one which has as a premise the principle that knowing (1) how a foreign language functioned (in terms of its grammatical structure) and (2) the form and meaning of its words (in terms of an established parallel equivalence with the words of the learner's vernacular) were necessary and sufficient for the learner to learn a foreign language. In the teaching of English as a foreign language this approach led to methods of teaching which were based on three primary modes:

1. The learning of the grammatical structure of English by studying paradigms in the mother-tongue of the learner.
2. The learning of English vocabulary by linking English words with words of "equivalent" meaning in the mother-tongue of the learner.
3. Employing the knowledge learned in (1) and (2) to translate passages of English into the learner's mother-tongue and passages written in the learner's mother-tongue into English.

This method of language teaching became known as the "grammar-translation" method. It is still employed in many foreign language learning classrooms today.

The Direct Method Approach

At the beginning of the twentieth century there was a movement in Europe among linguists and language teachers to turn away from an approach to language teaching which emphasized grammar-translation to one which aimed at establishing for the learner a direct contact with the foreign language by his experiencing its use in meaningful situations. Although the start of the movement is usually placed at the beginning of the twentieth century its essential characteristics are contained in the following protestation about the "classical" approach to language teaching written in 1870:

> With respect to method, the artificial one must be given up and a more natural one must take its place. According to the artificial method, the first thing done is to hand the boy a grammar and cram it into him piece by piece, for everything is in pieces; he is filled with paradigms which have no connection with each other or with anything else in the world . . . he is filled with words, only half of which occur occasionally, and some never at all in what he reads. How old are not the complaints over this perverted method! how many sighs has it occasioned, how much deformity has it produced! On the other hand, the natural method of learning languages is by practice. This is the way one's native language is acquired. The pupil becomes acquainted with the

> elements and absorbs them, as it were, into his soul in their entirety before he is consciously able to separate and account for their single parts and their special relations; he forms whole complete sentences without knowing which is the subject and which is the object; he gradually finds out that he has to give each part of the sentence its correct endings without knowing anything about tense and case . . . . The logical consequence of this, then, is that as a rule one cannot begin with grammar in teaching languages to a child of ten or twelve. His first years at school ought to give him merely materials; he ought to collect experiences (that is a child's greatest delight) but not speculate over them.[10]

The approach which evolved is now always referred to as "The Direct Method" although of its naming, Otto Jespersen wrote, "There is nothing left for us but to give up the attempt to find a name, and recognize that this difficulty is due to the fact that it is not one thing, but many things that we have to reform, and that is the reason why the reformers themselves fall into many sub-parties: the one lays all the stress on one point, the other on another point."[11] It is not a method but rather several methods each consistent with the underlying principles of an approach to language teaching.

The several methods comprising the Direct Method movement may be grouped in three main categories.[12] These are:

1. The Goulin treatment which ignored the findings of the phoneticians and was not concerned with the the type of language taught, modern, archaic or pedantic.
2. The Berlitz Method which was equally disdainful of phonetics and consists, especially in the early stages of a series of well-graded object lessons and contextual devices. Palmer describes this as involving a "Robinson Crusoe teacher confronted with a Man-Friday pupil. Ignorant of the language of Man-Friday, unversed in phonetics and in any theory of language structure, Robinson Crusoe must nevertheless establish through speech an effective means of communication between himself and his pupil."[13]
3. The Ripman Method which features the analytic study of texts helped by the use of pictures. It used phonetics widely.

The most significant and lasting contributions of the Direct Method movement were in the field of methodology of foreign language teaching. Indeed it may be claimed that there have been no innovations in the concepts of language teaching methods since those propounded by writers associated with the Direct Method movement. It has been claimed that pattern practice is a concept of methodology in language teaching which developed as a result of the application of linguistic studies to the teaching of foreign languages. However, it was not during and immediately after the Second World War in the United States that "the powerful idea of pattern practice was developed."[14] This concept of pedagogy had been developed by H. E. Palmer[15] and others before him in the early part of the twentieth century. On this point Charles C. Fries has written: "What we have learned is not a 'New Method' nor a set of new techniques of teaching. It is a new understanding of the facts of language itself--a new understanding that can help us measure the effectiveness of the various methods that we have already."[16] Refinements in methodology, bringing changes in emphasis and function of techniques associated with the concepts of methodology already developed, have taken place in the last fifty years but the conceptual basis of methodology remains today as a direct inheritance from writers, teachers and linguists associated with the Direct Method movement. When Jespersen wrote in 1904: "As a motto for this method, we might perhaps say: Away with lists and rules. Practise what is right again and again"[17]--he was forecasting Bloomfield's statement, "Copy the forms, read them out loud, get them by heart and then practice them over and over again, day after day until they become entirely natural."[18]

In summarizing the significance of the Direct Method movement in the history of language teaching it can be pointed out that concepts of methodology in modern texts both in the United States and abroad may be traced ultimately to the Direct Method movement. It is inaccurate for Lado to conclude that, "Although direct methods are still widely used today, in the United States the advocates of the direct method, failing to achieve decisive results for a variety of reasons, drifted in the 1930's into the more limited goal of reading knowledge,"[19] for this does not acknowledge the debt that Lado and other modern linguists owe to the linguists and teachers of the Direct Method movement, for the pedagogical devices which they have developed in their language teaching materials.

The Linguistic Approach[20]

During and immediately after the Second World War a group of linguists working in the United States began to apply the findings of studies in linguistic science to the problems of language teaching and learning. The chief characteristic of this approach is its emphasis on oral language teaching. "Primary manifestations (the aural-oral aspects) should be taught before secondary (reading and writing). Understanding the spoken language is taught more efficiently before oral production, and is indeed a step toward production."[21] One of the founders of the movement, Charles C. Fries, said of it:

> It is the practical use of the linguistic scientist's technique of language description in the choice and sequence of materials and the principles of method that grow out of these materials that is at the heart of the so-called "new approach to language learning" . . . . The "oral approach" centers attention fundamentally upon learning a language as a set of symbols to be spoken and understood when heard, but it was without limitation every means which can be made to contribute to that end--the living voice, mechanical records, sound films, manuals, text books, written notes, written exercises. "Oral approach" is a name primarily for the end to be attained in the first stage of language learning rather than a descriptive limitation of the permissable devices to attain that end.[22]

The major contributions of the linguistic approach to language teaching have been in the area of language content of materials, and the application of technological aids to language learning. The former contribution has led to a detailed and systematic arrangement of material in language teaching texts based primarily on the structural signals which the English language contains and which are used by English speaking people in communicating with each other. In determining language content emphasis has been placed on those structural signals which can be scientifically described and analyzed, rather than on those signals which vary culturally or contextually. Language content de-emphasizes "meaning" and emphasizes the formal structural signals.

Methods which have been developed within the linguistic approach reflect adaptation of the concept of pattern practice, with emphasis being placed on "practice that deliberately sets out to establish as habits the patterns rather than the individual sentences, particularly where transfer from the native language creates learning problems."[23] Such methods have taken advantage of developments in audio-technology to utilize classroom and laboratory techniques to assist habit-formation of language patterns and great faith has been placed in the role of the machine in language learning, a faith evident in the following forecast of the role of the teacher in language teaching:

> We may finally cease to pretend we are machines and begin to exploit ourselves as humans. Our students and their mechanical tutor will do their necessary drill work out of our sight and hearing. When they come to us they will be prepared--always well and each week more fully to begin to use their language skills in natural communication with us. Our pleasant responsibility will be to teach them to use with art the skills which they have mastered through science.[24]

Some Background Factors

At the beginning of the twentieth century Britain was responsible for the administration of many colonial dependencies, a responsibility which included the education of the indigenous population. The aim of education in these areas is reflected in Macaulay's view of Indian education, which was that it should develop "a class of persons, Indian in blood and colour but English in taste, in opinions, in morals and in intellect."[25] With such an aim it was axiomatic that in these areas education would be in the English language and that English would be used to infuse the values and standards of English culture into the indigenous population of the colonies. The use of the vernacular was considered inadequate and a completely inferior language in all respects as is evidenced in the following statement: "I have never found one of them (orientalists) who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia."[26]

Again, education in colonial areas took place in political units which contained many differing vernaculars and it was expedient to design teaching materials which did not rely on the use of the vernacular of the learner.

With such background circumstances it was inevitable that materials design would focus on the principles of the Direct Method approach to the teaching of English as a foreign language and this approach characterizes the design of the most significant materials produced by British authors in the last fifty years. The Introductions to both Harold E. Palmer's Systematic Exercises in English Sentence-Building published in 1925[27] and C. E. Eckersley's Essential English for Foreign Students[28] published in 1963 explain the Direct Method as being the basic approach followed in the texts.

Harold E. Palmer and Michael P. West

Two of the most important writers influencing the design of materials in the British School are Harold E. Palmer who worked extensively in Japan and Michael P. West who worked primarily in India. Although the materials designed by both of these writers may be categorized as reflecting the approach of the Direct Method movement they are each responsible for a distinctive feature of design which influenced the preparation of later materials, including materials currently produced by both British and American authors.

The outstanding contribution of Palmer was the incorporation of systematic practice of sentence patterns into oral language teaching materials. He wrote:

> One of the best-founded complaints against the Direct Method system as practised in many schools and countries is that in spite of its naturalness and expediency, it tends to belittle (even to discourage) a systematic training in grammar and formal sentence structure.
>
> On the other hand, one of the best-founded complaints against the study of formal grammar and sentence-structure is that it tends to make teachers and students neglectful in forming what I have termed the "Primary Speech Habits."
>
> These two rival systems, however, used conjointly, intelligently and in proper proportions have the effect of remedying the deficiencies of each. Indeed in one respect the system of sentence-structure set forth in the following pages proves to be of the greatest assistance in forming and developing the fifth of the "Primary Speech Habits" viz. that of forming almost unconsciously an indefinite number of sentences previously mechanized.[29]

The pedagogical concept of systematic practice of sentences grouped according to their grammatical form, commonly termed nowadays pattern practice, although modified in many later sets of materials, originated in the materials developed by Palmer. This recognition of "the necessity for the pupil to mechanize type-sentences and to derivefrom these an unlimited number of subsidiary sentences and combinations"[30] and the manifestation of this principle in his materials, is of great significance in the evolution of materials design for the teaching of English as a foreign language.

The prime interest of Michael West was not in the teaching of spoken English but in Reading and it is in the field of materials design for the teaching of Reading that he is mainly noted. However his materials have had considerable impact on other writers and his views on the primacy of reading and the development of oral skills based on reading skills are reflected in many sets of materials produced by British authors. As late as 1960 he wrote deploring the modern tendency "to concentrate upon speech and writing and let reading tag along as a poor relation, an accidental by-product of the active use of language."[31]

The method consistent with this approach was first developed in West's The New Method English Composition of which he writes: "This book supplies such exercises and such aids as will enable a child who has already read the New Method Reader to tell in correct English the substance of his reading, and to use in speech and writing the vocabulary encountered in his reading."[32]

West's materials are also notable for their vocabulary control, an aspect of materials design which has influenced the construction of other materials for teaching English, both British and American. His General Service List . . .[33] is the most widely used word list in English as a Foreign Language today.

Laurence Faucett and F. G. French

The names of these two British writers are chiefly known for their works published by Oxford University Press, works which were widely used in many countries of Africa and Asia. The chief aspect of materials design to be noted in their writings is the parallel progression of oral, reading and written English skills, a parallelism which resulted in a format of materials design which provided one text, and one language content for all aspects of language teaching. As a result, the nature of the language tended to be formal and more appropriate to the development of reading and writing skills than the skills of spoken English. One salutory feature of the materials designed by Faucett and French was the cultural adaption to the local learning environment.

C. E. Eckersley

The materials designed by C. E. Eckersley reflect more than any other materials currently in use, an approach which represents the principles and practices of the Direct Method school of teaching English as a foreign language. Discussing the disadvantages of the "natural" method of learning languages Eckersley says that "The text-book writer and teacher can improve on nature here by bringing system into the pupil's learning, by controlling the vocabulary he acquires and by seeing that what he hears for imitation doesn't depend so much on chance."[34] Eckersley's "control" in language content was primarily of vocabulary, although some examples of pattern practice occur throughout his texts.

One aspect of materials design which is a strong characteristic of all of Eckersley's texts is that cultural adaption for use in particular countries is non-existent. All illustrations and examples of the English language are British and reflect British culture and life.[35] No attention is paid to the background language or culture of the learner.

The American School

Some Background Factors

One broad generalization which may be noted as characterizing a fundamental difference relating to the design of language teaching materials between the British and the American schools is that British authors are primarily classroom teachers who write texts for use primarily in underdeveloped areas, whereas American authors are primarily linguistic scientists involved in university teaching in a well-developed, industrial nation. Michael West, F. G. French, Laurence Faucett, C. E. Eckersley, A. S. Hornby, A. Taylor developed their materials, in large measure, from their experiences as teachers in former British colonial areas. Charles C. Fries, K. L. Pike, Robert Lado are primarily linguists who have been concerned with applying the findings of linguistic science to language teaching. Almost without exception British authors designed their language teaching materials to be used by non-native speakers of English, teaching English in their home country. The standard of education of these teachers was usually less than might be considered desirable. It would certainly not approach Lado's teacher-qualifications:

> It is not enough to speak a language to be qualified to teach it. Even the native teacher cannot model the language or guide the students unless he can isolate or demonstrate its various elements. He must know the description of the structure of the language.
>
> He must also know the linguistic facts of the language of the students in order to understand the particular problems they will have in learning the target language. He must know the chief differences and similarities of the two systems and the major vocabulary facts of the target language. Since dialect and language differences cannot be expected to be fully described for easy reference, the teacher must do partial linguistic analyses for his own information in dealing with the problems of his students.[36]

The materials of the American School, growing out of the modern developments in linguistic science, and designed by linguists, reflect a structure and content pitched at a higher level in both conceptual framework and teacher interpretation than do the materials of the British School. The conceptual framework is based on scientific linguistic principles, understood only by those with training in linguistic science, and the content of the materials, so far as teacher interpretation is concerned, presumes a level of teacher education which includes training in linguistic science.

Of the many different sets of materials for teaching English as a foreign language produced in the United States, those selected as representing the most significant aspects of the approach to materials design featuring the application of linguistics to language are the materials produced at the University of Michigan under the general direction of Charles C. Fries. The four basic volumes, popularly referred to as "the Michigan Materials"[37] have formed the basis of many other sets of materials designed along scientific linguistic lines.

Materials Design of "the Michigan School"

Work on the design of materials for the teaching of English as a foreign language began at the University of Michigan in 1939 under the direction of Charles C. Fries. The conceptual framework of materials designed under Fries' direction is based on the assumption that the initial problem in learning English as a foreign language is not one of mastering English vocabulary but of mastering the sound system and grammatical structure of English. Once this is accomplished, it is assumed, vocabulary learning can proceed rapidly and with very little effort. Such a conceptual framework has led to a prescribed procedure in designing materials, a procedure which is outlined by Fries as follows:

> 1. The first step in this approach to the preparation of teaching materials has been the making of a satisfactory descriptive structural analysis of the language to be learned.
>
> 2. A second step in this approach to the preparation of teaching materials (not practiced by all those who insist upon the "first step") has been the making of a parallel descriptive structural analysis of the language of the learner. There has been a growing recognition of the necessity of making a careful, systematic comparison of the descriptive structural analysis of the native language of the learner with a similar analysis of the language to be learned, as a means of predicting the special areas of difficulty for which the materials must be prepared. A great deal of evidence points to the conclusion that the habits that constitute the control of one's native language are not habits concerning items as items but habits concerning an ordered system of structural contrasts and that these automatic habits through which we manipulate our native language signals with such speed and precision have developed blind spots for contrastive features outside our particular code.
>
> This conclusion has great significance for the preparation of practical teaching materials. In the first place it [illegible] great skill in the habits of our native language is a very different matter from learning our first language when no such habits had been set up. The materials for teaching a second language cannot follow the so-called "natural" method by which a child learns his first language. To be efficient the practice of the learner cannot be left to chance as in free conversation but must systematically make provision for overcoming the special difficulties set up by these blind spots.
>
> 3. A third step in this approach to the preparation of teaching materials (a somewhat later development, of the last ten to fifteen years, and one not practiced by all those who insist upon one or both of the preceding steps) has been the extension of the descriptive structural analysis beyond the mechanical features of the two languages involved. There has been a vigorous effort to apply with equal systematic rigor, the techniques of a structural approach to a descriptive analysis of the contrastive patterns of the whole social-cultural behavior of the speakers of the two languages.
>
> 4. A systematic comparison of two parallel analyses will bring out the strategic contrasts that must be mastered both for production and for reception. Most of those who approach the preparation of teaching materials through such

> linguistic analyses and comparisons made a sharp distinction between acquiring knowledge about the language to be learned and developing the habits necessary for its practical use. For the preparation of teaching materials and the control of a language for practical use the descriptive analyses and comparisons constitute essential but only preliminary steps: To be effective the results of these analyses and comparisons must be embedded in exercises made up of complete utterances carrying on the communication essential to real live social situations. The teaching materials and teaching practice must lead to automatic habits of language production and response rather than to mere knowledge about the language.[38]

In designing materials according to the principles outlined above two unique factors may be noted:

1. The detailed investigations which are carried out prior to the construction of the materials leading to an ability to predict the learning problems of a student.[39]
2. Concentration of the linguistic and cultural content of materials on the special problem areas analyzed in the preliminary investigations.

The chief difference between materials designed according to the abovementioned approach and some other materials which were designed without preliminary comparative and contrastive analyses[40] is that in the former more emphasis, exercises and explanations occur in pre-specified areas of "strategic contrasts" relative to other areas of linguistic and cultural content than in other sets of materials. The result may be a more systematic and concentrated attack on what the learner's difficulties are, in materials which utilize the "Michigan approach." Other materials which do not make preliminary comparative and contrastive analyses will tend to follow a design which places equal emphasis on teaching of all the structural aspects of the English language.

It must be pointed out however that the preliminary investigations leading to comparative and contrastive analyses of English and the learner's mother tongue do not lead to the design of materials which are, within each structural point taught, intrinsically different. The presentation and practice of a sentence pattern in materials produced at the University of Michigan follows the same procedure as in many other sets of materials which were designed without the prerequisite preliminary investigations.

The Australian School

Background Factors Influencing the Design of Materials for the Teaching of English as a Foreign Language in Australia and the South West Pacific

The teaching of English as a foreign language is carried out on a relatively large scale in Australia and in Pacific Islands adjacent to the Australian mainland and currently administered by Australia under a trusteeship agreement with the United Nations. Although the teaching and learning environment of the two situations contrast sharply there are three common factors which have influenced a design in materials which is fundamentally the same. The factors are:

1. A multi-language background of groups of learners--In Australia the problem of teaching English as a foreign language relates to the assimilation of immigrants into the Australian community. Since the Second World War Australia has received more than 2 million migrants from areas mainly in Europe, many of whom do not speak English on their arrival in Australia. The Australian Government, through the Commonwealth Office of Education has established continuation classes where new arrivals may receive free instruction in English. These classes are composed of students with varying linguistic backgrounds.

In the Territory of Papua and New Guinea education is carried out in English, although none of the indigenous students are native English speakers. There are approximately 750 vernaculars in New Guinea and the policy of the administering authority has been to develop schools in central areas where students from many different areas could attend. The result has been that classes in these schools are composed of students with differing vernaculars. It is not uncommon in a New Guinea School to find twenty different vernaculars spoken in the one classroom.

2. Lack of teacher preparation--In Australia teachers in the migrant classes are either (1) regular classroom teachers who work in State Schools during the day and teach in the continuation classes at night or (2) volunteers from the community who come from a variety of employments, usually with no teaching experience. In both cases the teachers have had no special training in the teaching of English as a foreign language.

In Papua and New Guinea more than 75% of the teaching staff is composed of native Papuan and New Guinean teachers the great majority of whom have had relatively little formal education.

3. English as a medium of instruction and a means of communication--In Australia migrants learn English from native English speakers who in most cases do not speak the mother-tongue of their students. All instruction is carried out in English. The migrants are learning English to be able to take part in the life of the Australian community. They wish to learn English in both its spoken and printed forms to be able to communicate with other members of the community.

In Papua and New Guinea students are formally educated in English. Their teachers are either Australian teachers who have little or no knowledge of their students' vernaculars or Papuan or New Guinean teachers who do not usually speak the vernaculars of their students. It is the policy of the administering authority in Papua and New Guinea to post an indigenous teacher away from his own area.

These three common factors in the learning environments where English is taught as a foreign language have tended to create a common design in teaching materials featuring:

1. The development of linguistic content without direct reference to the linguistic background of the learner.
2. Detailed attention to classroom methodology and technique.
3. Emphasis on spoken language.

Materials Designed by the Australian Commonwealth Office of Education

The series of texts, *English for Newcomers to Australia*,[41] represents an approach to materials design which, while differing significantly from the materials of the Michigan School, attempts to incorporate many aspects of the findings of linguistic science and their application to language teaching. While *English for Newcomers to Australia* is designed to be used in all classrooms, with students from differing linguistic backgrounds, problems which are likely to occur for students from specific language backgrounds are treated for classroom teachers in issues of the magazine *English...A New Language*, produced quarterly by the Commonwealth Office of Education and distributed to all teachers of continuation classes. Articles in this magazine under the general heading "Some Likely Areas of Difficulty for . . . Students of English" deal with problems of students under three main subheadings: (1) The Sound System; (2) Grammar and Structure; (3) Stress and Rhythm. Each area is dealt with extensively. Articles have already appeared dealing with the likely problems of Finnish,[42] Spanish,[43] German,[44] Greek,[45] Italian,[46] and Dutch[47] speaking students.

Thus while the results of comparative and contrastive analyses made between the learner's mother tongue and the English language do not result in a series of special texts for learners of English from each different language background, the classroom teacher is able to utilize the findings of the studies in his classroom use of the central text and may be able to predict areas of difficulty in the text which students in his classes may have. In addition to the complete articles on specific learning problems, there are frequent notes throughout the teacher's text emphasizing problems which particular groups of students may have. For example the teacher's notes on Unit 24,[48] The definite article with a particular object or person, states: "Slavs will need a great deal of practice in the use of the definite article. Speakers of other languages such as German, Dutch, Italian, etc. should have no great difficulty and, for them, this unit may be combined with Unit 25."

The materials design of the Commonwealth Office of Education materials stresses the detailed instructions on methodology and classroom technique. The methodology places great emphasis on situational presentation of new units of language. It is summed up in this description:

> Situations, and not translation, are used to teach the meaning of new structures. The use made of a situation at any one time is limited to the teaching of one structure, or group of sentence patterns. No attempt is made to teach other structures which could also arise from the situation. The situational method is *structural* in its recognition of the importance of structural words and the order in which these structural words should be introduced. It is *oral* in its emphasis on the understanding of the speech of a native speaker of English and the ability to speak English which will be readily understood by a native speaker. It is *situational* in its use of real situations both for the presentation of new structures and for their subsequent drilling.[49]

Materials Design of the Minenda English Course[50]

The Minenda English Course was originally designed for use in the Territory of Papua and New Guinea. It is currently in use in other Pacific Island Territories, notably, Tonga, Fiji and Cook Islands. Two main features of materials design may be noted in this series.

1. The coordination and integration of all aspects of language teaching: The Minenda English Course consists of materials for teaching all aspects of the teaching of English in the seven years of an elementary school. The complete program is a coordinated one in which wherever possible all aspects of language development, reading, writing and speaking are programmed such that the teaching in one aspect of language work reinforces structural or vocabulary progression presented in teaching other aspects of language.

2. The structuring of materials to allow for a maximum density of individual practice in the teaching of spoken English: All materials currently available for teaching English as a foreign language focus in their pupil-practice aspects on choral practice involving either the complete class or smaller groups within the class. In the Minenda English Course choral practice is eliminated completely and all language practice is organized on an individual basis. The organization framework for obtaining the maximum density of individual practice is set out in the Minenda Language Drills Book for Standard I.[51]

Basic English

> Basic is a system of everyday English words used in the regular forms of normal English. It is a selection of those English words which--taken together and used as we are all using them all the time--will among them do the most work. It is the smallest number of English with a general enough covering power, among them, to let a man say *almost everything*--to say it well enough for his general day-to-day purposes in all the range of his interests however wide--in business, trade, industry, science, medical work--in all the arts of living and in all the exchanges of knowledge, beliefs, opinion, and news which a general purpose language has to take care of.[52]

The conceptual framework of materials designed to teach Basic English differs considerably from those conceptual frameworks of other materials considered so far. This difference exists primarily because of the stress, in Basic English materials, on obtaining economies of vocabulary, such economies being regarded as the fundamental problem to be overcome by learners of Basic English. C. K. Ogden makes this clear in the following summation: "To have succeeded in getting on the back of a sheet of notepaper, in legible form, all the words actually needed to communicate idiomatically most of the requirements of international correspondence, science and commerce, is, then, the claim of those who have spent a decade in compiling the Basic vocabulary."[53]

Carroll has outlined the essential components of materials design in Basic English texts as follows:

> The choice of a limited vocabulary is a crucial first stage, for words and forms must be selected so that (a) the

> sounds and letters of early lessons will present the least difficulty to the student, (b) the referents can be built into pictures of objects and actions, and (c) the materials can be arranged in a meaningful sequence. In the case of English as a second language, it is held that use of the vocabulary of Basic English, with certain modifications, makes grading a relatively easy task. The second step in preparing teaching materials is to develop the content of instruction in full detail, and the final step is to transfer this content to film script, motion pictures, sound recordings, or suitable combinations thereof.[54]

Emphasis on vocabulary, innovation in the classroom use of pictures and technological aids and culture-free language learning are the most significant aspects in the design of materials for teaching Basic English. The main divergence between the materials designed to teach Basic English and other English language teaching materials concerns the nature of sentence construction which in turn may be deduced from attitudes towards the significance of grammatical structures in English. The following expressions reflect the disparity in attitudes.

> Although word order has already been dealt with at some length, it is obviously not an essential part of the course to a student who desires no more than a reader's acquaintance with Basic English. Nor is it a first-level necessity, even for the speaker. Anyone who has learnt the Basic Vocabulary with its nearest equivalents in his own language can proceed to put the words together in sentences, he will usually be understood both by English hearers and by all who know the words, provided the sequence of *thing-operation-direction* is followed.[55]

> The devices of arrangement and form that constitute the grammatical materials of a language are just as necessary to express meaning as are the words, of which we are more conscious.[56]

Although the Basic English movement was of itself of considerable historical significance it has not exerted a great deal of influence on the design of other materials for the teaching of English as a foreign language. This may be due to the goals of teaching Basic English which relate specifically to its establishment as an international auxiliary language rather than its use as a vehicle of communication in specific language-culture areas.

1.4 Hypotheses: The concepts are operable and promising.

The major hypothesis for the project is that the concepts enumerated here can be manifested in English as a Second Language materials for children. A corollary hypothesis is that such materials are operable in the classroom.

The constituent hypotheses underlying the establishment of the project were the following, directly related to the problem.

1. Nonpredictable, purposeful communication* can be incorporated into instructional materials for the early stages of second or foreign language learning.
2. Pupil participation in such communication can be as intensive as it is in pattern practice classes.
3. Pupil listeners can form useful responsive environments for pupil speakers.
4. Materials so constituted can form viable classroom materials, and can be made pedagogically useful.
5. Supporting modes will be useful in a program that emphasizes the communication mode.
6. Supporting modes can more nearly simulate out-of-classroom functional use of language than has been true in the past.
7. Second language reading instruction for young children can include from the early stages emphasis on rapid silent reading with overt response.
8. The widely-used successful techniques of oral language instruction are applicable to primary school writing instruction in the form of exercises that start with models and draw pupils in graduated steps from full reliance to no reliance on a model.
9. The communication mode is also applicable to writing and to reading.
10. Research can be started within the framework of this project to help determine the nature of the differences that are both necessary and sufficient in provision of materials for different cultures. (One ultimate goal of this type of research is to determine the nature and extent of the valid applications of contrastive analysis in materials development. Another is to determine the nature, the possible extent and the relative usefulness of a common core set of materials designed for a wide range of cultures. An unstated hypothesis was that a common core of materials can be designed which will have approximately equal usefulness in the contexts of a wide range of cultural differences among learners.)
11. International cooperation is feasible in research and development work related to these questions.

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*See definition under 1.1 Problem.

2. METHOD

The rationale for this program of materials development research is the necessity for manifesting in materials selected concepts which are germane to current problems in language learning. These concepts have previously been only partially or not at all incorporated in any systematic way into EFL materials. They had to be so incorporated if we were to determine or even begin to examine their efficacy in materials planning or design.

All of education faces the challenges of shifting concepts like those on modes of knowing, programing, individualized instruction, lifelong retraining, and universal education.

Language teaching, now undergoing dramatic advances and momentous growth has been especially challenged by the need to provide for a higher degree of individual participation by students and to simulate much more accurately the out-of-classroom functional use of linguistic signaling. Language laboratories serve as a partial response to meet the first of these demands. It is important to note, however, that for the foreseeable future, neither language laboratory exercises based on current language teaching practices nor other programing of existing materials will answer the need for approximating more nearly the outside of classroom needs to communicate meaningfully using the signaling system of the language being studied. It would seem to be both ideal and necessary to use this conception of true language practice and to get the added individual linguistic decision making and general language participation which (to be like out-of-class situations) will have to be in social situations, not machine situations like those in the laboratory. We want responsive environments with people as the co-responders.

One of the principal innovations in the materials developed at the Center arises from the insistence that all of the activities in the set labeled Presentation and Communication Activities feature actual communication. This means that a pupil hearer must respond actively and appropriately to a pupil speaker whose message he cannot predict. Preparing materials which are to be used in accomplishing this requires careful attention to the details of proper programing and provision for abundant individual practice through multiple-unit classroom organization in which the teacher does not have to be present with each group at all times. To do anything less means that the pupils would not have sufficient opportunity to individually make selections in their responses or to select the language stimuli which, put into use, will permit them to accomplish a variety of nonlinguistic or supra-linguistic goals.

The purposeful pupil use of communication by means of language signals exclusively is a concept not built systematically into any other extant language teaching materials. The TESL materials uniquely represent this innovative feature.

The research interests of the Center were clustered around (1) the pedagogical innovations and also (2) the need to determine more accurately the nature of differences required for materials in English as a Foreign or Second Language as used in a variety of areas or with children from a variety of different language and culture backgrounds. Toward these research goals, a single set of materials built upon the principles of comparative analysis but with emphasis on the positive features of facilitation through cultural and linguistic universals and similarities was tried out in a variety of culturally different areas throughout the world.

In order to sharpen our search for the nature of the differences that are needed for different cultural backgrounds or different linguistic backgrounds when one is preparing materials, it has seemed appropriate to begin with the regular assumption, namely that culturally or linguistically different individuals need different materials; and to go from there to a subordinate assumption that some elements (in background cultures or languages) are more widespread than others. (This is clearly related to a hypothesis that there are linguistic and cultural universals.) Out of this subordinate assumption comes the practical idea that we should build research on what needs, if any, are widespread or common in the area of language teaching. This can be done by preparing a set of materials with good presentation techniques which may then be used in two or more culturally different situations with feedback beginning to indicate to us with greater precision both the differences and the similarities in the problems encountered by the two groups. If we find that, with a single set of materials, one group has certain difficulties which are not shared by the other group, we will have accomplished our first step in this research. If then, in setting up some new materials for the group that had difficulty, we find that the materials that are needed here to overcome the difficulties are materials that are not suitable, whether they be not needed or not sufficient to solve the difficulties for the second group, then we will have accomplished our second step in this research, namely we will have begun to identify kinds of materials that are appropriate to two culturally different groups, and we will have found this on the basis of experimental evidence.

This contrasts with the former non-experimental approach in a major way. Formerly we said "the culturally different individual needs different materials," then went ahead to predict on the basis of theory what those differences were. These predictions were in reality hypotheses. We have now begun to test experimentally the hypotheses that we worked with before.

A Theoretical Basis for the Test Materials

I have made reference to the assumption that some features of language are more widespread than others. A corollary to this is that some types of difficulty with the learning of English come up more often or are more persistent than others, dependent in part on differences or on lack of parallel features in other languages.

Relatively few pupils have extensive difficulty in producing a satisfactory actualization of a syllable initial bilabial nasal consonant /m/ in English utterances. A much larger number have difficulty in regularly producing a satisfactory actualization of the voiced interdental fricative, /ð/, in any position; or in producing a satisfactory actualization of the voiced velar nasal /ŋ/ in syllable final position. Data of this kind can be multiplied on the basis of teaching experience as well as on the basis of available studies of language structure and language universals.

In the area of linguistic referents, the most common referent for the English word *hand* is probably a more widespread phenomenon than that for *microphone*; that for *food* is probably more widespread than that for *intravenous feeding*; that for *water* is probably more widespread than that for *river*.

Study of widespread features of language and culture, and study of universals, can give us some clues as to widespread problems in learning English.

There are other theoretical bases for the formation of the test materials as well. One of these derives from the assumption that languages have structure and that structural features of English must be maintained by a learner. We are not prepared to say to what extent they must be maintained, but while it is obvious that a speaker may have a "foreign accent" even to the extent of failing to make certain phonemic contrasts or certain grammatical contrasts and may still be understood, due to redundancy in the system, it is equally obvious that if none of the structural contrasts are maintained, a pupil will neither speak nor understand English.

There are also pedagogical bases for a single test set of EFL materials. One of these is built around the contention that for efficiency it is the appropriate role of the teacher to make adjustments to the needs of the students, while it is most appropriately the role of the materials writer to write materials suitable for adaptation by teachers to a range of situations.

The method in this project required the use of these bases in actualizing the selected concepts in the goal of experimental materials.

Tryout Centers and Personnel

Tryout and development centers were established in eleven geographical areas: Navaho Reservation, Crown Point, New Mexico; Choctaw Reservation, Philadelphia, Mississippi; New York City, New York; Texas City, Texas; Aiyetoro, Nigeria; Lima, Peru; Port Moresby, New Guinea; Puerto Rico; Saipan, U.S. Trust Territory; Tokyo, Japan; and Addis Abbaba, Ethiopia.

Twenty schools, twenty-two teachers, eight supervisors, and approximately 660 students were involved in tryout and feedback. Ten centers were either staffed by or observed by TESL Project personnel during the tryout phases: the tryout centers in Nigeria, New Guinea, Japan, and Saipan, were manned by TESL staff, the other centers were observed two times each by TESL staff, except for the Choctaw Agency center, which was observed on five occasions, and Ethiopia, which was not observed. Internal appraisals and feedback reports have separately served as the stimulus for repeated revision of all materials.

Special features of the materials development phase of the project included emphasis on:

1. Cooperation among a staff and consultant body of qualified personnel from several countries.

2. Selection of language content, sequence of language content, and exercises based on comparative linguistic and cultural studies and also on studies of the common elements of materials that have been prepared for specific areas and language backgrounds.

3. Programing for multiple unit classes (while the organization of classes into multiple units is an established technique and while experiments and use have shown its value, desirable materials uniquely appropriate to taking full advantage of such organization at the early elementary school level have not been available for teaching English as a second language).

4. Activities that stimulate complete involvement, that form the context for language content, and that require meaningful communication (utterance and response units) with choice (not just memorized sentences) for the successful continuation of the activity.

5. Reading materials aimed toward building reading comprehension while increasing speed.

6. Oral models in the form of recordings for inexpensive, manually operated playback equipment. (Where teachers have adequate ability these need not be used or, alternatively, their function may be shifted to that of auxiliary focal point and starter for group work.)

7. Ancillary materials for composition which build on a process by which students proceed in graduated steps from copy work toward original composition. (The same principle is involved in leading a pupil gradually from mimicry to free use of the oral forms of his language.)

The special feature of the experimental or feedback phase of the project is the testing of essentially the same materials in Africa, Asia, North and South America.

Method in Materials Development

1. Formulating operational definitions of the criterion concepts.

2. Preparing beginning materials for use in culturally different situations.

3. Tryouts to test operability in classrooms.
    a. Feedback reports from teachers and supervisors.
    b. Observations and analyses by project personnel.
    c. Cumulative testing units.

4. Alternate tryout, revision, and further development of materials based on feedback information.

Towards a Design for Materials Development

In presenting aspects of a materials development program with special reference to the problems and the research involved, it may be appropriate first to lay out pertinent aspects of a conceptual framework for materials development and then come to a related statement of the project--its products and the research completed--insofar as this is relevant to the selected concepts. There should also be an appraisal in terms of a comparison of the concepts and the project.

A conceptual framework embodying criterion statements makes an interesting, a pleasing, and a useful point of reference for any discussion of educational materials development efforts. Criterion statements with operational definitions can also serve as an appraising instrument for a given effort at materials development.

In setting up such a conceptual framework it is possible and admissable to extend previous thought, to question the most hallowed traditional thought, and to include thought that has not been admitted previously.

It is possible and admissable to take terms or concepts and to set operational definitions which fit neither current classroom practice nor popular usage of those goals of previous conceptual frameworks. In such cases it becomes irrelevant to test two efforts developing out of two disparate frameworks against each other except in the form of a comparative study in which each effort is analyzed within its own framework or within a new and totally separate conceptual framework with a validity of its own.

I propose now to offer a few project terms which may be formulated into a conceptual framework to form the basis of a materials development project. The thoughts, in sequential arrangement, so that each concept has reference to, or builds on the preceding ones, are:

1. Communication in language learning
2. Programing of content
3. Related inclusion of ritual and celebrating language practice
4. Teaching conscious response to rapid silent reading
5. Writing for communication and style
6. Individual practice
7. Encouragement of art in teaching
8. Feasibility of each step or concept
9. A common core of materials for a range of language backgrounds (with special adaptations for problems of limited scope in specific areas).

There is nothing unusual about these headings. These headings do not highlight thought that has not been admitted previously. They do not seriously question much of hallowed traditional thought. They do not really seem to extend previous thought. The fact that these particular thoughts or concepts have been selected out of all possible ones and that they have been put in this sequence may seem to be the only notable characteristic.

In order to circumvent this oversimplification, I want to deal with each concept separately and to state or to make a hesitant approximation to an operational definition of each.

Number 1.

It has long been assumed that communication is one of the functions of language. Perhaps as a result of this assumption it is easy for language teachers to make the related assumption that communication occurs with the language material they teach. Certainly books, articles, and materials for use in language instruction commonly imply that communication is central and that it is promoted by the use of the materials being described, explained, or presented.

In the conceptual framework that I want to set up now, communication in language teaching has a restricted meaning such that no published foreign language materials that I know of meet the standards set for including it as a major part of the materials design. Indeed it is only in the rarest instances that I find it at all and then sporadically, peripherally or tangentially only.

In this conceptual framework, take communication, from the pupil speaker's point of view, to mean that the individual pupil speaker is to have multiple choices of linguistic content, that he is to participate in a situation in which he has a purpose superordinate to that of language practice, and that only by the use of recently presented or newly learned language forms is he to be able to accomplish his purpose. His hearers are not to be able to predict his linguistic choices, but are nevertheless to be required to respond overtly to the speaker's linguistic signals by selecting one of a wide range of potential responses.

When the speaker repeatedly and consistently accomplishes his purpose without the necessity of repetition, communication is to be assumed.

Number 2.

In this conceptual framework, programing of content is to mean that all of the structural contrasts of the language are to be used, in contrast with one another, for communication purposes as defined above. They are to be sequenced so that no more than one new contrast is presented at a time within matrices of previously learned material.

Number 3.

Related inclusion of practice in the language used for ritual and celebration is to mean that greetings, polite expressions, slang, stories and songs in the language are to constitute a part of the materials. While this conceptual framework offers no criterion of quantity or range of coverage for practice of the language of ritual and celebration, it does specify relatedness to the over-all program. Because of this specification of relatedness, however, it becomes easier to specify the nature of this category in a specific instance of materials than it does to so specify in the conceptual framework. Accordingly, though retained in the conceptual framework, it remains intentionally vague.

Number 4.

Within the conceptual framework being outlined here, teaching conscious response to rapid silent reading is to be operationally defined as getting a consistent percentage of regularly correct responses to all of the patterned phonemic representations in printed communication sequences of increasing length with time exposures of decreasing length. Further concretization of this operational definition could take the form of setting numerical limits for the percentages and the lengths of printed sequences and of time.

Number 5.

Writing for communication and style is to mean that the pupil is to have the opportunity to write extensively and substantially without error through the use of models which he modifies in as many ways as necessary toward the gradual achievement of ability to produce original writing of a quality and style meaningful and acceptable to native users of the language. It is also to mean that pupils are to write for the purpose of achieving goals superordinate to language use. In this they are to direct the responses of readers so that they may achieve goals in response to a situation which is presented. There is a parallel here with the communication activities described earlier except that the communication is transmitted in written form, rather than orally.

Number 6.

Individual practice is to mean that there is to be opportunity for each student in a language class individually to use, repeatedly, each systematic language learning problem, in a programed sequence, for the purposes of communication as outlined above. It is also to mean that he is to have opportunity to use the language of ritual in appropriate dramatic situations and to use the language of song in group situations.

Since the communication exercises are controlled problem-solving situations in which the pupil must select and use appropriate language forms in order to achieve his goal, there will have to be as many pedagogical guides, teachers or teacher substitutes, as there are communications going on at any one time. In this conceptual outline, the pedagogical guides are not to be teachers in this instance but rather the total communicating situation. Material is to be so programed that pupils are confronted with only one new learning problem at any given time. The appropriate use of this new language form and contrasting language forms previously learned, is to be crucial in the communicating situations. Success in the communicating situation is to be viewed as immediate and appropriately related reinforcement of the correct responses. Failure in communication which results in failure of attainment of the pupil's immediate purpose is to be viewed as sufficient discouragement of incorrect responses without the addition of less closely related punishment or teacher disapproval.

Obviously this pedagogical use of the communication situations requires that far more care go into the design of each exercise. It requires not only a potential for communication but also a system of checks so that there will be immediate feedback as to whether the speaker has made a successful selection or a mistake in the first instance and as to whether the hearer or responder has made a successful selection or a mistake in the second instance.

Number 7.

The operational definition for encouragement of art in teaching is to be provision for choice on the part of the teacher so that, for example, one type of communication work with language may be interspersed with greater physical activity, with song, and with other language oriented activities. Because of the goal of wide usefulness, a wide range of teacher abilities must also be assumed. In this conceptual framework, then, encouragement of art in teaching also implies a range of flexibility so that within and around a firm program, one teacher is encouraged, and provision is allowed, to make use of considerable artistic talents in teaching and another teacher may be encouraged and assisted in the use of small talents while firmly guided by the program.

Number 8.

Feasibility is to have reference to occurrence in the classrooms of the concept referents listed above. The concepts are to be incorporated into materials in accordance with the operational definitions and are to be tried out in ordinary classrooms. The materials are to be rated according to the relative frequency of observed occurrences of concept referents as opposed to non-occurrence. In those instances where appropriate, special tests are to be set up to measure cumulative success or failure as well as day by day occurrence. For example, communication exercises, which ordinarily emphasize one new problem at a time, are to be developed to incorporate or review whole series of problems without including a new problem. These exercises are to serve as test units to see if pupils communicate successfully with cumulative ranges of all their learning.

Number 9.

A common core of materials for a range of linguistic backgrounds is to mean that principles of comparative analysis of background languages and principles of universals in language and culture are to be used in developing the materials and as large a proportion as possible of the materials is to be useful in a range of linguistic backgrounds.

The operational definition of "useful" here will tie in with the eighth concept, that of feasibility, i.e., the common core is to be found workable primarily in terms of communication goals, defined above, attainable in approximately equal time in four or more situations with totally different linguistic background. Where problems apparently due to differences in linguistic or cultural background arise in one or more classes but not in all, experimentation is to work toward development of a common set of materials no less efficient in any class than those previously tried but also approximately equally efficient in all. When this does not work out after successive attempts, the conceptual framework requires the development of a small sample of specialized materials to meet the special needs, then considered to be experimentally determined, of a specific local area.

These concepts or criteria were listed and given these hesitant operational definitions very early in the course of the project. Something of method or procedure can be shown as it related to ongoing internal appraisal, apart from the feedback, by reproducing this report written when the project was less than halfway to its termination date. A report on research findings was premature. But a statement of research in progress was appropriate.

"Many hundreds of communication activities have been written and tested. Most of these have met all the requirements stated in the operational definition for communication activities. About 125 of these have been selected up to the present time for intensive development and tryout. More needs to be done in the effort to reduce the amount of arbitrariness in the superordinate purposes and in the rules of behavior within each activity. Each activity is to be related as closely as possible to real needs.

"The second concept--programing of content--is present in the materials in an elemental way. By no means all of the structural contrasts of the language are considered. In the area of grammar the program begins appropriately with the request pattern since this lends itself especially well to communication activities with overt responses. Many of the structural contrasts of English are presented within this over-all sentence pattern before as well as after moving on to other sentence patterns. Very little has been done with the programing of pronunciation problems as yet.

"It is worth noting that the concept of communication exercises has required a much slower progression to new patterns than is the case with either grammar translation or pattern practice methods. In communication activities where the pupil is required not merely to know about the construction of the sentence, not merely to say the sentences, and not merely to know the meaning of the sentences, but to judge a situation and decide which of his stock of potential sentences is appropriate to the situation and will get the desired response, there is a vastly more complex problem each time a new slot in a sentence is given alternative fillers. It has been striking to observe the added difficulty that pupils face when the subject position is given alternate fillers after the pupils have learned to use alternate fillers in the verb position, for example. It would seem that this added difficulty is representative of the gap that teachers have felt between pattern practice and outside of class use of the language. It has also led to the discovery and statement of vastly increased numbers of new learning problems with the inclusion of each new linguistic phenomenon. Francis C. Johnson has set up a notational system to record these.

"Inclusion of ritual and celebrating language practice, the third concept, has taken on special significance in the case of the TESL materials because of the fact that not all language patterns lend themselves to use in the communication activities. Greetings and polite expressions, for example, cannot be used to force differential responses. These and other language content of this type are, therefore, presented in other modes, primarily in songs and playlets.

"The fourth concept, teaching conscious response to rapid silent reading, has been incorporated into the project to the extent of planning and initial writing of materials based upon preliminary experimentation completed last year. There is only minimal reference to sound-spelling correlation on the single unit level, and a rapid advancement to the use of sound-spelling correlation in the larger contexts of words, phrases, sentences, and paragraphs. The emphasis is on eliciting overt responses to rapid silent reading. The approach and the method is to be described more fully in a presentation to be prepared for the International Reading Association within a month. In the informal preliminary tryout correct responses accounted for well over 90% of all responses.

"Materials related to the fifth concept are only in the planning stage of the project. Outside the project we have produced a small book, which emphasizes the opportunity to write extensively and substantially without error through the use of models which are modified in successively more complex or difficult ways. The modification proceeds in approximately 200 graduated steps and sub-steps from copying to free composition. No technique has so far been included to insure that the relatively freer stages of writing will in all instances be in a style acceptable to the native users of the language. It is planned to include a sample of materials which require writing for the purpose of achieving goals superordinate to language use.

"Relevant to concept number 6, individual practice, it is necessary to make a distinction in the materials. The songs do not include provision for individual practice; the playlets, however, do, and the communication activities do. This is not accomplished in the way that has become common in foreign language teaching in the United States, that is, through the extensive use of language laboratories, but primarily through the use of a multiple-unit classroom design. Each group of 4 pupils constitutes a unit for the communication activities. This unit forms a responsive environment for everything that is said, and communication not only occurs but is used as a pedagogical tool. This has been accomplished in part by the inclusion of a purpose superordinate to language use. The speaker is aware of his purpose, and when he accomplishes it, the language responses he has used are assumed to be reinforced. In the case of error on the part of either the speaker or the responder, the superordinate purpose will regularly not be accomplished, and the assistance of the teacher may be required.

"Concept 7, encouragement of art in teaching, is inadequately demonstrated in the materials, rather than provided for. The teacher does not have free choice of several modes of presentation for each linguistic item to be taught. The concept is an unusually promising one, however, and the project is to call attention to it, even if not demonstrating it fully.

"Feasibility, concept number 8, is being probed in two ways. Teacher and observer reports are being elicited, and communication test units are being prepared for pupils. Four test centers have been set up, and at least three more are to be set up within a few months. Preliminary feedback has come in on the materials related to concepts number 1, 2, 3, 6, 7, and 9.

"The ninth concept, a common core of materials, has been discussed rather extensively in a previous presentation,[57] and needs only reference here. As indicated by John Carroll the extent to which the difficulties of the learner are due to the interference of habits from the first language is a matter of opinion.[58] In view of the widespread nature of this opinion, experimental research is wholly appropriate and necessary. A common core of materials can serve as an experimental tool for determining what, if any, special materials peculiar to one situation or group of situations are necessary. Preliminary observation indicates the possible desirability for a refinement of theory, which develops the concept I have elsewhere called facilitation as opposed to interference. Here, however, it is appropriate to say only that the materials do represent an attempt to form a common core based upon an attempt to find what we may be permitted at this stage to call relative universals. We may also state that the Project is aimed at finding out experimentally which aspects of the common core are appropriate to a wide variety of linguistic backgrounds and which aspects require special adaptations for problems of limited scope in specific areas. This is being done in terms of relative ease of goal achievement.

"This listing of concepts and brief reviewing of them insofar as they occur in one project is intended to point out the possibility of this as an approach to materials development and to one aspect of materials appraisal. Far more must be done in making more rigorous the operational definitions and in accounting for the variable extent to which these definitions correlate with what is found in a given set of materials.

"In summary, I would like to emphasize the idea in materials preparation of working from a conceptual framework, providing operational definitions for the concepts or criteria, building the materials, then appraising these materials, both in terms of the operational definitions and in terms of workability for reaching the stated goals. A final and quite different step may be that of comparative testing of results for two or more different sets of materials.

"I also want to emphasize the idea of relating language and thought: the inclusion and the emphasis on meaning, accomplished in this instance by communication activities, in language practice."

The conceptual framework for the communication aspect in particular, and for the other aspects as shown, was subsequently outlined as follows for methodological purposes (underlining indicates the central idea):

PRIMARY CONCEPT #1: Controlled but nonpredictable, functional use of communication.

Corollary Concept #1.1: Communication implies control over a range of signals. Since these are to be learned and used cumulatively but substantially without error, proper sequencing or programing of content is an inherent requirement. Programing is to be such that it will help avoid errors in matters that are not part of the teaching point itself.

Corollary Concept #1.2: Communication requires an ability which implies preliminary learning. This is to be accomplished in presentations which make use of choral and individual drill and pattern practice in situations which illustrate and clarify meanings.

Corollary Concept #1.3: Not much communication practice (as defined below) can take place in a large class unless more than one communicating process is going on at once. Small group work in the framework of a multiple unit class design is almost inherent in the communication requirement.

Corollary Concept #1.4: Communication will approximate social use of language more closely if it develops out of a supralinguistic purpose rather than only out of a test situation designed to see if a pupil can do what he is supposed to be able to do. Furthermore it is the contention here that part of the test must include setting the pupil in a situation in which he determines, selects, and uses the language elements which will be of benefit to him in accomplishing his supralinguistic goals. Accordingly, a superordinate purpose will be incorporated as an integral part of each Communication Activity.

Corollary Concept #1.5: Checking on comprehension can be accomplished more readily when the appropriate responses to linguistic cues are overt physical responses.

Corollary Concept #1.6: To effect communication the pupil will select both linguistic responses and overt physical responses to linguistic stimuli out of a repertoire of such responses available to him.

Corollary Concept #1.7: The superordinate purpose implies that out of a range of possible linguistic and overt physical responses only one of several, or a limited number of many, will be the correct response.

Corollary Concept #1.8: The linguistic cue will be unpredictable to the pupil listener whose overt physical response must nevertheless be appropriate.

Corollary Concept #1.9: The small group must constitute a responsive environment for both speaker and responder in the communicating situation. Toward obtaining such an environment each communication activity is required to call for overt responses.

Corollary Concept #1.10: Since there will be many "Communications" operating simultaneously, and since the teacher will not be able to monitor each communication, the success or failure of the communication itself must provide for the reinforcement of correct responses and the extinction of incorrect ones. A system of automatic breakdown or cessation of activity in case of error is to be built in.

Corollary Concept #1.11: Since the operational definition for communication is such that much of language does not lend itself to effective use in communication activities, there must be other provision for inclusion of practice in the language used for ritual and celebration (e.g., greeting, polite expressions, stories, and song). This includes language content that Malinowski refers to as "phatic communion," as well as those elements of language that are redundant or that do not occur as linguistic signalers exclusively but require accompanying gestural or situational signals.

Corollary Concept #1.12: Inclusion of language elements which do not lend themselves to functioning use in communication activities implies exclusive reliance on other modes of language instruction for their teaching. These will include songs, physical education activities, pre-playlets, playlets and improvisations, as well as the repetition and pattern practice drills of the presentations referred to above and the reading materials referred to below.

Corollary Concept #1.13: Each mode of teaching can be so presented that it helps to "teach itself." Materials can aim toward a format that permits use without the requirement of prior special teacher training programs.

Corollary Concept #1.14: Good materials may well be teacher educating and thus constitute a type of in-service teacher education.

Corollary Concept #1.15: The ideas of materials that stimulate and educate teachers, and of teaching language in a variety of modes give rise to the concept of art in teaching and the possibility of promoting it by giving teachers graduated experience in selection among alternate possibilities.

PRIMARY CONCEPT #2: Conscious and overt physical response to silent reading with time exposures of decreasing length and printed sequences of increasing length.

PRIMARY CONCEPT #3: Writing extensively and substantially without error through the use of models modified in a series of controlled composition steps toward the gradual achievement of ability to produce original writing of a quality and style meaningful and acceptable to native users of the language. Writing materials will also include activities in which the pupil writes for the purpose of achieving goals superordinate to that of language practice. There is a parallel here with the communication activities described earlier except that the communication in these is transmitted in written rather than in oral form.

PRIMARY CONCEPT #4: A common core of materials for a range of language backgrounds, with special adaptations for one area illustrated with materials designed to meet exceptional needs related to problems of limited scope. Principles of universals in language and culture, and the related idea of widespread occurrence, become important here. The ideas for international cooperation stem largely from the corollaries of this concept.

In this conceptual framework, the first concept, "communication," means that the individual speaker is to have multiple choices of linguistic content; that he is to participate in a situation in which he has a purpose superordinate to that of language practice; and that only by the use of recently presented or newly learned language forms will he be able to accomplish his superordinate purpose. His hearers are not able to predict his linguistic choices, but are nonetheless required to respond overtly to his linguistic signals by selecting one of a range of potential responses. When the speaker repeatedly and consistently accomplishes his purpose without the necessity of repetition or the use of extraneous signals like pointing, translation, etc., communication is to be assumed.

Communication has a restricted meaning here such that no published foreign language materials include it in their design. Only in rare instances can one find something resembling it, and even that is sporadic and peripheral to the materials in which it is found.

As with communication, each of the enumerated concepts and corollary concepts has its operational definition attaining or clearly leading toward the goal of making presence or absence of the concept in these and other materials accurately measurable by any trained observer.

The major hypothesis for the project is that the concepts enumerated here can be manifested in English as a Second Language materials for children. A corollary hypothesis is that such materials are operable in the classroom.

The appraisals will be, first, of internal consistency--the realization of the concepts in the materials in terms of the operational definitions, and second, operability in the classroom in terms of feedback from the try-out centers. The first appraisal constitutes a major part of a doctoral dissertation now completed. The second appraisal has been under way since the summer of 1964 and includes observation and analysis by project personnel, supervisors, and teachers in ten try-out centers in various parts of the world: New York City, the Choctaw Reservation in Mississippi, the Navaho Reservation in New Mexico, Puerto Rico, Saipan, Peru, Ethiopia, Nigeria, Japan and New Guinea. Internal appraisals and feedback reports have separately served as the stimulus for repeated revision of all materials. A tally of all materials currently considered to be in their final form for the purposes of this project include 75 presentations, 75 communication activities, 15 playlets, 12 recorded songs, 4 recorded physical educational activities. An equal number of presentations, communication activities and playlets are still in development as are the pattern and vocabulary recordings, the reading materials, and the writing materials. (Early 1965)

We believe the project may well open a new dimension of interest in multiple modes for language teaching not only for pupil motivation but as a device for enlisting teachers in a continuing program of self-education as well. Most notable in this respect has been the success of the songs and the physical education activities. The design of these is such that children participate just about equally well regardless of teacher preparation or background. Working from this mode as a base it might be possible to design a set of materials specifically for the purpose of teacher education with emphasis on the teacher's artistic selection from a choice of modes for each language learning advance.

We feel that the results of research on this project presage the day when the language teaching profession will consider the controlled introduction of information and request communication as part of the language learning process. We believe that the efficacy of writing programs which elicit quantities of correct writing with a minimum requirement of teacher correction time will be clearly and persuasively shown. We believe that the concept of a common core of materials for different language backgrounds will bear fruit not merely in that its feasibility will be attested, but more significantly, that the closely related, and in no sense antagonistic concept of American linguistics that calls for separate consideration for each linguistic background will be seen as measurable.

The project grew out of series of concepts which needed to be manifested in materials. It is now contributing to a developing view that materials may rewardingly be viewed as manifestations of scientific models for the educational process in the area they cover.

Before proceeding to a presentation of feedback form and a description of the technique used in presenting language, insofar as this is not done in the appendices, it will be well to look at a critical evaluation of the design for feedback.

A Critical Evaluation of the Feedback Design of the TESL Materials Development Center*

Introduction

The Need for Evaluation in Materials Design

This chapter deals with an evaluation of one aspect of the work of the TESL project, the instrument for evaluating the operation of the teaching materials in the classroom. While teaching materials are being developed it is desirable that they be subjected to tryout in the classroom situation. Such a tryout and subsequent evaluation of the materials represents only one form of evaluation of the materials, albeit an important one. To give perspective to this chapter it will be useful to categorize and operationally define some types of evaluation which may be made of a set of language teaching materials, concerning their design and construction.

Categories of Evaluation of Materials Design

It will be useful to differentiate two broad categories of evaluation, based on the use to which the information received from the evaluation can be put:

1. On-going Evaluation.--This is an evaluation which is made of the materials at various stages during the design and construction of the materials. Information received from such an evaluation will be of value primarily to those concerned with the design and construction of materials and will enable them to incorporate into the materials any changes which are indicated as desirable by the evaluation. Within the broad category of "on-going evaluation" two specific evaluation techniques may be isolated:

(a) Structural Evaluation.--which may evaluate the degree of consistency between principles underlying the rationale and the conceptual framework of the materials and the manifestation of these principles in the materials themselves.

and (b) Feedback Evaluation.--which may evaluate in terms of the goals of the materials, as set out in the conceptual framework, the functioning of the materials in the classroom.

2. End-Product Evaluation.--This is an evaluation which is made of the materials after they have been completed and put in final form. Information obtained from such an evaluation will be of value primarily in the public domain. It will be information which may be used for "publicity" purposes and which may determine whether or not the materials are to be incorporated into an actual teaching program.

Henry M. Brickell makes the distinction between the two broad categories outlined above, when he differentiates "design" and "evaluation" as follows:

> Each design group should be paid to concentrate full-

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*Francis C. Johnson, A Rationale for the Design of a Common Set of Materials to Teach English as a Foreign Language Across National, Cultural and Linguistic Boundaries and a Critical Evaluation of the Rationale, the Goals, the Materials and the Feedback Design of the TESL Materials Development Project. Teachers College, Columbia University, 1965. Chapter 5.

> time on developing a new program and should be given the working conditions described earlier as conducive to imaginative design efforts. Those conditions should always include the opportunity to work directly and at length with school children.
>
> No attempt whatsoever should be made by the /Education Research/ Agency to test the effectiveness of the new program while it is being designed. Persons interested chiefly in the thorough evaluation of the instructional approaches should not be placed in a Design Group. Any member who proposes evaluation of the program through comparative testing during the design stage should be removed at the request of the Group.
>
> When a Design Group has developed a new instructional approach, it should describe for the Educational Research Agency what the group believes the approach will accomplish for which students under specified conditions. The Group shall then be dissolved and its members should return to their regular full-time positions.[59]

Lumsdaine[60] makes somewhat the same distinction when he talks about evaluation of a single instrument as opposed to evaluation of a class of instruments. In discussing the former he points out the value of diagnostic evaluation as follows:

> One of the most important uses of such diagnostic evaluative experiments is realized when they are carried out on the preliminary version of an instrument, or on an instrument which is to be revised. The results can then be used in modifying or redesigning the instrument . . . such studies should be carried out in the early stages of production and repeated after each major revision so that, by successive correction and re-evaluation, the desired instructional goals can be achieved in a satisfactory manner.[61]

This "diagnostic evaluation" corresponds to the category labelled "feedback evaluation" above. Lumsdaine in his article differentiates between the evaluation which might be made of a "single instrument" or a single set of materials and a comparative evaluation of the single set of materials with other sets of similar materials. But he makes no mention of structural evaluation nor does he discuss the possibility of "end product" evaluation of a single set of materials. The assumption that end-product evaluation must always be comparative cannot be maintained. Gerald Dykstra has pointed out:

> It is possible and admissable to take terms or concepts and to set operational definitions which fit neither classroom practice nor popular usage of those terms. The conceptual framework may set its own goals which may vary from the goals of previous conceptual frameworks. In such cases it becomes irrelevant to test two efforts developing out of two separate frameworks against each other except in the form of a comparative study in which each effort is analyzed within its own framework or within a new totally separate conceptual framework with a validity of its own.[62]

In summarizing the types of evaluation which may be considered desirable of the design and construction of a set of teaching materials it is submitted that current evaluation procedures do not take sufficient cognizance of the significance of what has been termed in this study "on-going evaluation." The writer has been able to find no model of on-going evaluation for the design and construction of language teaching materials, of the type currently being produced by the TESL Project. Brickell,63 although sharply dividing the "design" and "evaluation" functions of materials research does not mention evaluation during the design stage although this is implicit when he specifies that the designers have conditions which "should always include the opportunity to work directly and at length with school children."64 Lumsdaine65 although mentioning one aspect of on-going evaluation provides no model which might be used in such an evaluation.

A Conceptual Model of Feedback Evaluation

Introductory Considerations

Operational definitions of some of the categories of evaluation which may be made of a set of language teaching materials have been set out previously (1.63). The TESL Materials Development Project, being at the stage where it is currently developing its materials does not require end-product evaluation. It has, however, produced a feedback design which is currently being used to evaluate the tryout of materials in selected schools. In order to evaluate the feedback design of the TESL Project a conceptual model of feedback evaluation will be developed. The feedback design of the TESL Project will then be compared with the model and elements of consistency or discrepancy noted.

It should be pointed out that a set of language teaching materials may be designed to be used in one of three ways:

1. As a pragmatic teaching instrument.
2. As an instrument for research.
3. As a combination of (1) and (2).

The teaching materials of the TESL Project are being developed to be used both as a pragmatic teaching instrument and as an instrument used in research. Feedback evaluation, as it is operationally defined and described in this study will apply only to the evaluation of the materials as a pragmatic teaching instrument. Information obtained from feedback evaluation will refer only to the "workability" of the materials in a classroom situation, an aspect of materials design which is not directly related to the research function.

A Conceptual Model of Feedback Evaluation

As pointed out earlier (p. 136) feedback evaluation of a set of language teaching materials will need to provide information concerning the functioning of the materials (in language content and pedagogy) in the classroom for the materials writer. With such information the materials writer may be able to form judgments concerning the revision or modification of the materials. A model of feedback evaluation may then list the information the materials writer requires to enable him to make judgments about the revision of the materials and define the framework within which this information may be obtained in the classroom.

The materials writer will want to make judgments in terms of the achievement of learning and teaching goals as set out in the conceptual framework of the design of the materials. The importance of this proviso can be seen when contrasted with the following:

Lumsdaine, discussing the evaluation of a single instructional instrument or set of materials, states: "The experimental question posed here may be simply: How much did a particular instrument (e.g., film) teach? This requires a way of determining the 'before' and 'after' status and hence the change from before to after--of those who were given the instruction." 66

The materials writer will not want quantification in such absolute terms. This experimental question might be: Did learning, as expressed in the goals set in the conceptual framework, take place? He will want quantification only in the sense of the successful learning (or not) of each element which makes up a complex learning task, i.e., quantification on an ordinal scale.

Information required of a feedback evaluation of the pragmatic functioning of a set of language teaching materials will include the following:

1. Objective information on the use of the materials by the teacher.--such information may be obtained by an external observer who may note any departures (additions or omissions) of the teacher from the teaching procedures set out in the materials. The observer may also note the patterning of teacher-pupil responses to observe whether or not they correspond with those set out in the materials. Other information, such as timing, may be included in the objective observation if considered significant by the materials writer.

2. Subjective information on the use of the materials by the teacher.--such information may be obtained by the materials writer directly from the teacher who is using the materials. It may be obtained by using a pro-forma listing questions with regard to the use of the materials on which the writer requires information. Such subjective information is in many ways an essential adjunct to the objective information obtained in (1) above. For example: If the teacher found it necessary to depart from the original teaching plan set out in the materials, the materials writer will want to know why the teacher found it necessary, not only that he did depart from the plan.

3. Objective information on the use of the materials by the learners.--such information may be obtained by an external observer who will ideally assess the learning of each new element in the materials for each learner. An assessment form to be used by the observer will include not only an assessment of each complex learning task but also an assessment of the learning of the elements which comprise the complex task. For example: In materials for teaching English as a foreign language the assessment form would check not only the learning of a new sentence pattern as a whole but the learning of vocabulary selection within each slot of the pattern, intonation pattern with each sentence used, word and sentence stress as well as other phonological, morphological, syntactic and semantic elements of the complete sentence pattern. The materials writer will want to know whether or not each separate

element in the total learning process was successfully accomplished by the learners.

Ideally such objective observation of learning should take place for each new element in the materials and with each learner using the materials. Practically, a feedback design will need to include sampling procedures which must be experimentally sound.

4. Subjective information on the use of the materials by the learners.--such information may be obtained either from the students themselves or from teacher or external observer opinions. The value of such information is stressed by McKeachie as follows:

> Because achievement measures have been so insensitive to differences in teaching methods, most experimenters stress the favorable student reactions to the new method they have introduced. Although the relationship between student satisfaction and learning is low, it can certainly be argued that, assuming equal learning between two methods, we would prefer to have students leave our class with warm feelings about their experience. Moreover, we would expect this feeling to be related to interest in learning more, and there is some evidence to support this expectation.[67]

The materials writer will want to know for the reasons set out by McKeachie whether or not the reactions of student towards use of the materials are favorable.

In developing a conceptual model of feedback evaluation it is possible to list the broad categories of information which are required by the materials writer but it is not possible to specify the detailed requirements within each category. These will depend on the nature of the materials and the requirements of each individual materials writer. More importantly, they will depend upon the conceptual framework of the materials. For example: If (as in the TESL project materials) inter-pupil communication is an aspect of pedagogy which is a principle of the materials, it will need to be evaluated in terms of its "workability" in the classroom within the four abovementioned categories.

The feedback design for a set of teaching materials may be evaluated by noting the provisions for outlining information on the principles set out in the conceptual framework of the materials through each of the four abovementioned information sources.

A Critical Evaluation of the Feedback Design of the TESL Project

The feedback design of the TESL Project obtains information on the functioning of the materials through three modes:

1. Subjective teacher-evaluator questionnaires.
2. A comment page in the teaching materials.
3. Objective cumulative testing units.

The coverage of feedback evaluation will be assessed by examining these three modes, and then assessing the degree to which the categories listed in the conceptual model above are accounted for in the three modes.

1. Feedback information obtained from Teacher-Evaluator questionnaires.--Teacher-Evaluator questionnaires, as used by the TESL Project provide information of a subjective or generalized nature, about the operation of the teaching materials from the point of view of both the teacher and the pupils. The pupils

The pupils using the TESL Project materials are 5-6 years old and thus indications of pupil interest and response must be assessed by the teacher or external observer. Although some specific questions are posed in the questionnaires (e.g., "What problems did you have in teaching the singular/plural contrast?") the replies to these must be impressionistic and generalized since they refer to a series of teaching units and it is unreal to expect teachers to remember specific instances of student errors or percentages of errors at each stage in the classroom presentation of the materials.

A survey of questions asked in the teacher-evaluator questionnaires indicates that all aspects of the conceptual framework of the materials have been covered. Each questionnaire differs in the questions asked (for they relate to different teaching units) and each questionnaire does not cover all principles of the conceptual framework both from the teachers point of view and the pupils. But they are all covered over a period and questions are asked in different ways to obtain information on the same point. (See Appendix C, Questionnaire #2, 3(b) and Questionnaire #4, 3(a)).

The Teacher-Evaluator questionnaires of the TESL Project Feedback design cover the information requirements outlined in points (2) and (4) of the conceptual model of feedback evaluation. A question which may be raised concerning the coverage of these two aspects in the TESL Project Feedback design relates to the frequency of information obtained by using the questionnaire technique. An observation noted by a teacher at a particular time may not be called for by the questionnaire at that time, and it would be possible that the teacher would forget the point by the time it was mentioned in a questionnaire. Thus while the questionnaires may cover all significant aspects of the design of the materials they may not provide the thorough coverage of the points over time that might produce the most reliable and comprehensive information source for the materials writer.

2. Feedback information obtained from a comment page in the teaching materials.--A more thorough and therefore more reliable source of information with regard to criteria (2) and (4) of the conceptual model is provided by the "comment page." Each language teaching unit of the TESL Project materials contains a comment page at the end of the teaching notes for that unit. Teachers are requested to comment on the presentation of each unit as soon as possible after they have taught it. They are also requested to note in the text of the materials any changes they made or points of presentation which require alteration, or which did not operate satisfactorily in the classroom.

Although this mode is still impressionistic and generalized it represents a more systematic instrument of feedback evaluation and has "built-in" consistency with the conceptual framework. If all principles of the conceptual framework are manifest in the materials (as can be assessed by structural evaluation), then the functioning of these principles is being evaluated each time the teacher comments on the presentation of each language teaching unit. Although information concerning pupil reactions are not specifically covered in the teaching materials teachers are requested to include such observations in the comment page. Thus, assuming teachers using the materials follow their instructions and comment on each lesson as it is given, the comment page provides a complete coverage of the type of information sought in (2) and (4) of the conceptual model.

3. Feedback information obtained from cumulative testing units.--Objective feedback information on the functioning of the TESL Project teaching materials is obtained from a series of specially designed cumulative testing units. The testing units are cumulative in that they are administered after each nine teaching units and each testing unit includes all new content vocabulary and structural contrasts taught in the previous nine teaching units. A detailed description of the testing units is to be found in the paper, "A Rationale for the Construction of a Feedback Design for the TESL Materials Development Project."[68]

In that the cumulative testing units contain all new aspects of language content presented in the materials and are constructed in the same way as the teaching units (each having a presentation part followed by a communication activity) it follows that the underlying principles of the conceptual framework, as they are manifest in the materials are being evaluated each time a testing unit is administered. The evaluation is objective in that the supervisor who observes the operation of the testing unit marks whether or not each linguistic point was produced accurately or not by the pupils in the two groups he is observing. There is no provision for degrees of correctness.

The cumulative testing units provide objective evaluation of the learning by pupils of each linguistic element of the total language pattern being taught as well as the total pattern itself. Single elements are listed for the observer to check in the mark sheet. Objective evaluation of the use of the materials by the teacher is provided by the teaching points being listed in the mark sheet under the heading Presentation. The supervisor is given standardized expressions to use in evaluating each teaching point. These expressions are contained in a separate "Instructions to Supervisors of the TESL Project Cumulative Testing Units."

One problem associated with the objective evaluation of the use of the TESL Project materials by teachers and pupils (criteria (1) and (3) of the conceptual model of feedback evaluation) concerns the reliability of objective judgment by the supervisors. It would be desirable to incorporate into the feedback design of the TESL Project the provision, at least initially, of two supervisors evaluating the performance of each tryout group. In this way a measure of inter-judge reliability could be determined, a measure which might be of value to the materials writer in the interpretation of feedback results. The TESL Project Feedback Design attempts to overcome the possibility of variations by different judges, in the evaluation of various learning tasks, by breaking down the marking of complex learning tasks into their composite elemental parts thus making it less likely that evaluations of degrees of correctness by pupils would have to be made by supervisors judging the cumulative testing units. Such a breakdown does lessen the problem but it would still provide a more reliable assessment if evaluation were carried out by two supervisors simultaneously.

Conclusions

This chapter has attempted to present an outline of the need for a feedback design and a model for such a feedback design for a set of language teaching materials. There is a need for materials writers to obtain systematic feedback design which evaluates, not in terms of ultimate effectiveness as compared with other sets of materials, but in terms of the conceptual framework of the materials themselves, the functioning of the materials in the classroom situation will provide the materials writer with valuable information which he may use to modify and revise his materials and make them a more satisfactory pragmatic teaching instrument. Such a feedback design has been developed by the TESL Project and its design has been evaluated in terms of the criteria set out in the conceptual model for feedback evaluation. On the basis of this evaluation it may be concluded that the feedback design of the TESL Project is a satisfactory instrument for obtaining information on the tryout of the TESL Project materials, information which will provide both a necessary and sufficient basis for making determinations on the need for any revisions in the materials.

The procedure for translating the concepts or criteria into experimental materials was implemented by a TESL staff which included professional contributions at one time or another from at least the following:

Gerald Dykstra	Director
Charlotte Kuenstler	Coordinator
Francis C. Johnson	Project Associate
Joan Klyhn	Project Associate
Alice Osman	Project Associate
Richard Port	Research Assistant
Antonette Port	Research Assistant
Elizabeth Huddle	Research Assistant
Linda Ann Kunz	Research Assistant
Jan Prins	Research Assistant
Neil Weintraub	Research Assistant
Herbert Seliger	Research Assistant
Malcolm Walker	Research Assistant
Alice Pack	Research Assistant
Gary James	Research Assistant
Heng-hsiung Jen	
James Terry	
F. A. Burget	Research Assistant
John Haskell	Research Assistant
Carol Henderson	Research Assistant
Michael Henderson	Research Assistant
Fern Holcombe	Research Assistant
Patricia LeBreton	Research Assistant
Patterson Benner	Project Associate
Ruth Aronson	Research Assistant
Phyllis Odiseos	Research Assistant
Richard Hanson	Research Assistant

Most active as official consultants were: John Carroll; Robert Jacobs; Lois Johnson; Carole F. Schwartz; Peter Strevens; Roy Strozzi; and Priscilla Tyler.

The project had the benefit of an outstanding advisory board, certain members of which also constituted a steering committee. Members of the steering committee are indicated in the listing of the advisory board. The steering committee held two formal meetings in New York City--one at the outset of work on the project and a second on March 6, 1965. General plans of operation were laid out at the first of these meetings and over-all goals and directions were established. At the second meeting, there was a review of progress and plans were laid out for the completion of the project. Reports were presented on the tryouts in the Navaho boarding school, Crown Point, New Mexico, in Texas City, Texas, in the Choctaw Indian Schools in Mississippi, and in the Corpus Christi School in New York City. A ten-minute 8mm film made on the Navaho Reservation and in New York City by Professor Dykstra was shown to illustrate several physical education activities and a communication activity in progress. Following the film there were live demonstrations of a communication activity, a physical education activity, and a song. These were given by Frank Johnson, Charlotte Kuenstler, and four first grade children who were learning English as a second language. The steering committee was delightfully concealed behind the mesh of a one-way viewing room.

During 1964, tryout centers were opened in the Navaho Indian Reservation and in the Choctaw Indian Reservation in Mississippi, also in Lima, Peru, in the Escuela Normal de Mujeres de Monterrico. Short-term tryouts were carried on in the United Nations International School in New York City and in Addis Ababa, Ethiopia. Tryout Centers were subsequently opened in Saipan, Papua and New Guinea, Tokyo, Abeokuta (Nigeria), and in four schools in Puerto Rico.

The content of the TESL Materials program became a major part of courses and conferences in Poland in a program under the auspices of the State Department Office of Cultural Affairs; also in Teachers College, Columbia University courses; and at many conferences and professional meetings. The TESL Materials Development and the descriptions and theories behind the TESL Project were the subject of a series of lectures at the University of Puerto Rico, NDEA Institute, summer 1965. These and many other presentations also served the purpose of providing criticism of a type required by the feedback design.

The final recordings were made for use with the communication activities presenting new patterns and vocabulary. Final recordings were also used for the physical education activities and for the songs.

The songs were produced with the Riverside Children's Choir. Tryouts and recordings were made at Juliard School of Music under the direction of Charlotte Kuenstler.

During 1966, at the instigation of the local principal, second grade children in the Nigerian School were tested after one year of English with the TESL Materials. Their achievement was contrasted with that of third grade pupils who had had two years of English in the same school, and, in half of the cases, with the same teacher. Full reports are included together with other materials from the feedback design in the section on results.

Step by step, development of the materials proceeded with a selection of patterns to be presented in the communication activities. These were selected on the basis of a program which allowed immediate use of overt physical response to request sentences made by the pupils. There are two types of content. Of the 150 Communication Activities, nine-tenths present new learning material, new problems in content and grammatical structuring. Every tenth unit is a test unit designed to measure the effectiveness of the program especially in the preceding nine units. Careful analyses were made in presenting the sequence of patterns to see that the number of new problems presented was limited. Yet, no lesson, apart from the review lessons, fails to present from three to eight new learning problems as measured in a thorough analysis by Francis C. Johnson.

Vocabulary selection for the project derives primarily from English teaching experience throughout the world, from data on language universals, and from the specific instructional and testing needs of the project.

The major principles grow out of a desire to begin with a selection of that vocabulary which will produce a good degree of comprehendability when spoken by children of all language backgrounds. Teaching experience of many people and the study of *Language Universals* by Charles Ferguson[69] suggest, for example, that initial /m/ in English utterances will cause less difficulty than final /ŋ/. Initial /n/ will probably cause less difficulty in a world-wide sampling than initial /ð/. An /a/ vs. /i/ contrast will more readily bring a difference in response than will an /ɛ/ vs. /æ/ contrast.

These assumptions seem reasonably safe and the hypothesis seems almost certain to be borne out in testing. Other hypotheses are extremely tenuous but it seems procedurally helpful to make them. It is doubtful, for example, that initial /k/ will be more widely confused with other phonemes than will initial /p/. And certainly there are insufficient data to be sure that medial /i/ will be less often confused with other phonemes than will initial /g/. The hypotheses are variously made:

1) heuristically, because they should be tested
2) procedurally, because we need a sequence in order to build a first-order approximation to a vocabulary list with a minimal pronunciation problems; and
3) practically, aware of probable error, because of structural needs in the language (we cannot build a vocabulary list without early introduction of vowels, e.g.).

As indicated, one criterion is "pronounceability." This, as estimated at present will form the central criterion in the report at this stage. Subsequent reports should include estimates of such matters as relative ease in bridging the meaning differences ("I" and "you" would seem to come before "white" and "green," with this criterion), and wide availability of a suitable referent ("water" and "hand" would seem to come before "buffalo" and "microphone," for example). While this extended treatment of the "pronounceability" criterion gives undue emphasis to a criterion that played only a minor role in the final selections it seems worth including as a potential base for further work including sequencing of other pronunciation matters such as consonant clusters.

Words like a the yes will be needed early but will come relatively late in this list.

Procedure for each step:

a) V (e.g., /‾a_7 is potentially useable at an early stage on the basis of the criteria in this section)
b) CV (e.g., #1 gives /‾a_7, #2 gives /‾m_7, CV gives /‾ma_7 which is potentially useable)
c) VC (e.g., #4 gives "p", /‾ap_7 is not potentially useable)
d) CVC (e.g., /‾mam_7 /‾nah_7 and /‾map_7 are potentially useable on the basis of these criteria)

1) -a-
2) m-
3) n-
4) -p
5) b-
6) -i-
7) -u-
8) g-
9) -k
10) -ai-
11) d-
12) -t
13) f-
14) -au-
15) s-
16) -ɔi-
17) -f
18) -m
19) h-
20) -e-
21) -n
22) -s
23) -ə-
24) š-
25) -š
26) č-
27) -č
28) -o-
29) p-
30) k-
31) t-
32) -æ-
33) z-
34) -z
35) -b
36) -g
37) -d
38) -ɔ-
39) v-
40) -v
41) r-
42) -ɪ-
43) ǰ-
44) -ǰ
45) l-
46) -l
47) -ŋ
48) -r
49) -ɛ-
50) y-
51) w-
52) -ʊ-
53) -ž
54) θ-
55) ð-
56) -θ
57) -ð

A considerably modified set of criteria again had to be used for selection of vocabulary in the modified presentations and communication activities, that is, those modified for use with common objects. Obviously the consideration of items that occur widely was central in the selection of nouns for this purpose.

Once patterns and vocabulary were selected (and after the presentations and communication activities were completed with the appropriate criteria for testing the acceptability of the communication activities), they were tried out in classrooms together with the plastic shaped pieces. (A program of tryout and feedback was not planned for the modified presentations and communication activities.)

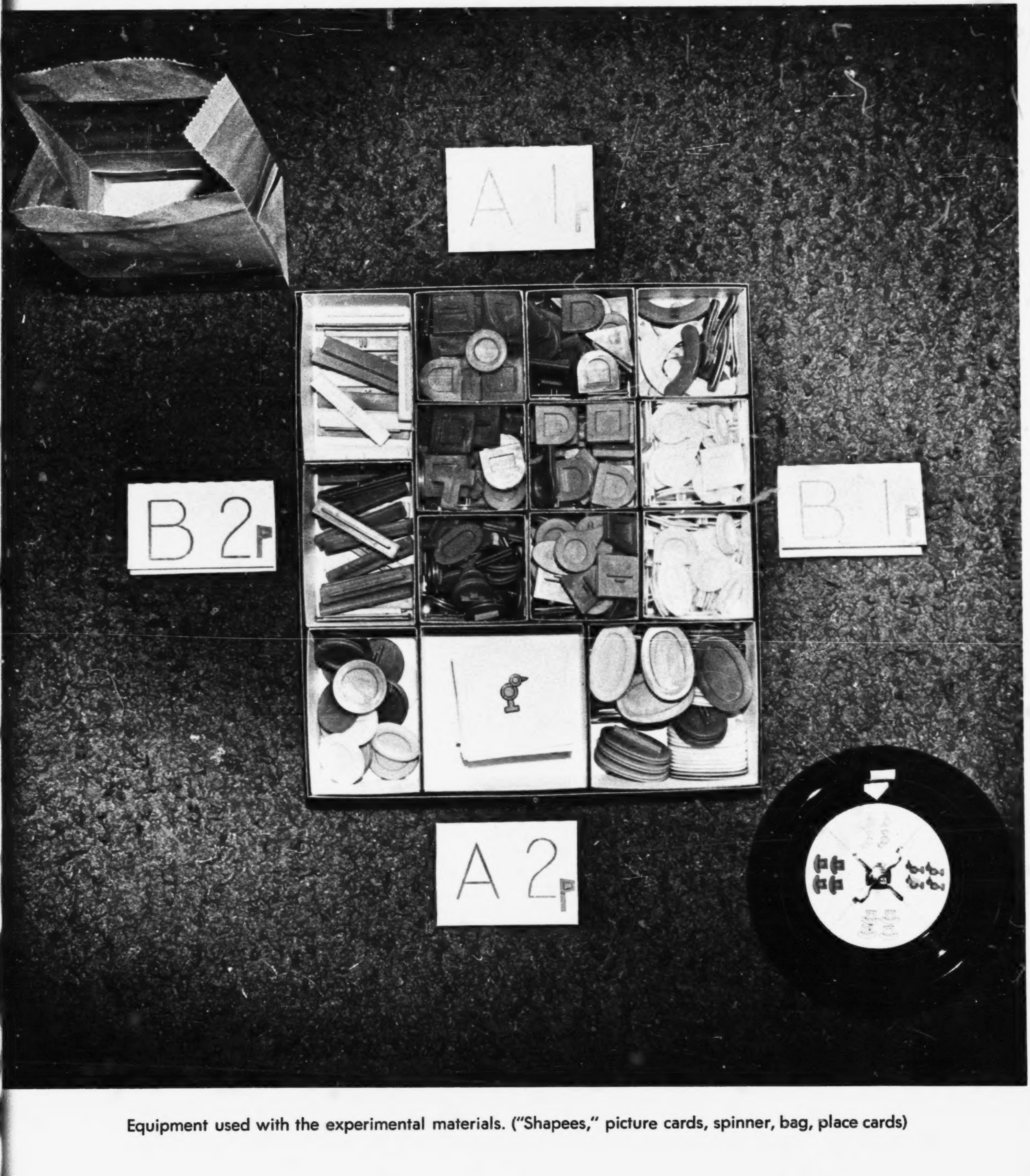
A book of pictures constituted a part of the materials presented to teachers. The book is named *Forms and Shapes: A Picture Book for Use with Communication Activities*. It was used in the first stages of presenting each new item that was built up of more than one plastic "shapee." Detailed instructions are found in Appendix I, Part 1 of this report, in the Presentations.

In the presentations, the goals to be attained were clearly indicated to the children. Each child had to attain goals individually within his group. The children in each tryout center worked in groups of four at a table.

The teachers were periodically sent feedback forms and the tryout classes in most instances were observed periodically by TESL personnel.

Cooperating teachers and supervisory staff from nine of the tryout centers included the following:

ETHIOPIA:	
Dean Mulugeta Wodajo, Faculty of Education, Haile Sellassie I University, Ethiopia	Supervisor
Mr. John Rogers, Haile Sellassie I University	Supervisor
JAPAN:	
Miss Elizabeth Huddle, Kansai Gakkuen, Kumamoto	Supervisor
MISSISSIPPI (Choctaw Indian Reservation):	
Mrs. Clarice Carmichael, Education Specialist, Choctaw Indian Agency, Philadelphia, Miss.	Supervisor
Miss Thelma Bounds, Cone Hatta School, Cone Hatta	Teacher
Mr. Emerik Boyt, Bogue Homo Day School, Heidelberg	Teacher
Mrs. Iris Germany, Tucker School, Philadelphia	Teacher
Mr. Ivon McNair, Bogue Chitta School, Philadelphia	Teacher
Miss Glyn McKay, Bogue Chitta School, Philadelphia	Teacher
Mrs. Frances Mulholland, Choctaw Central School, Philadelphia	Teacher
Mrs. Grace E. Phillips, Standing Pine Day School, Walnut Grove	Teacher
Miss Zexa Smith, Cone Hatta School, Cone Hatta	Teacher
Mrs. Bonnie Thompson, Choctaw Central School, Philadelphia	Teacher
Mrs. Dorothy Ware, Red Water School, Carthage	Teacher
NEW GUINEA:	
Mr. Francis C. Johnson, University of Papua & New Guinea, Port Moresby, New Guinea	Supervisor

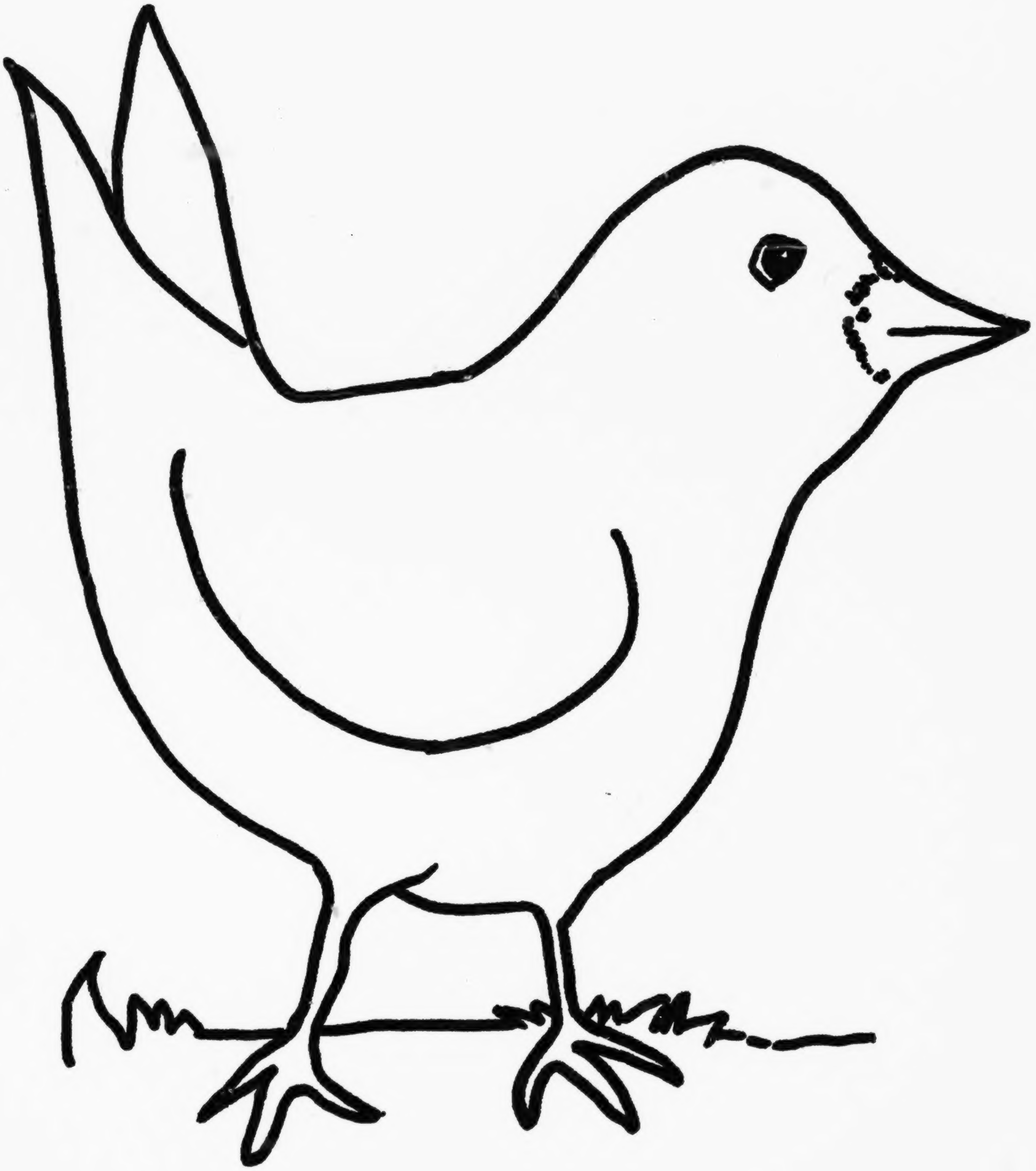


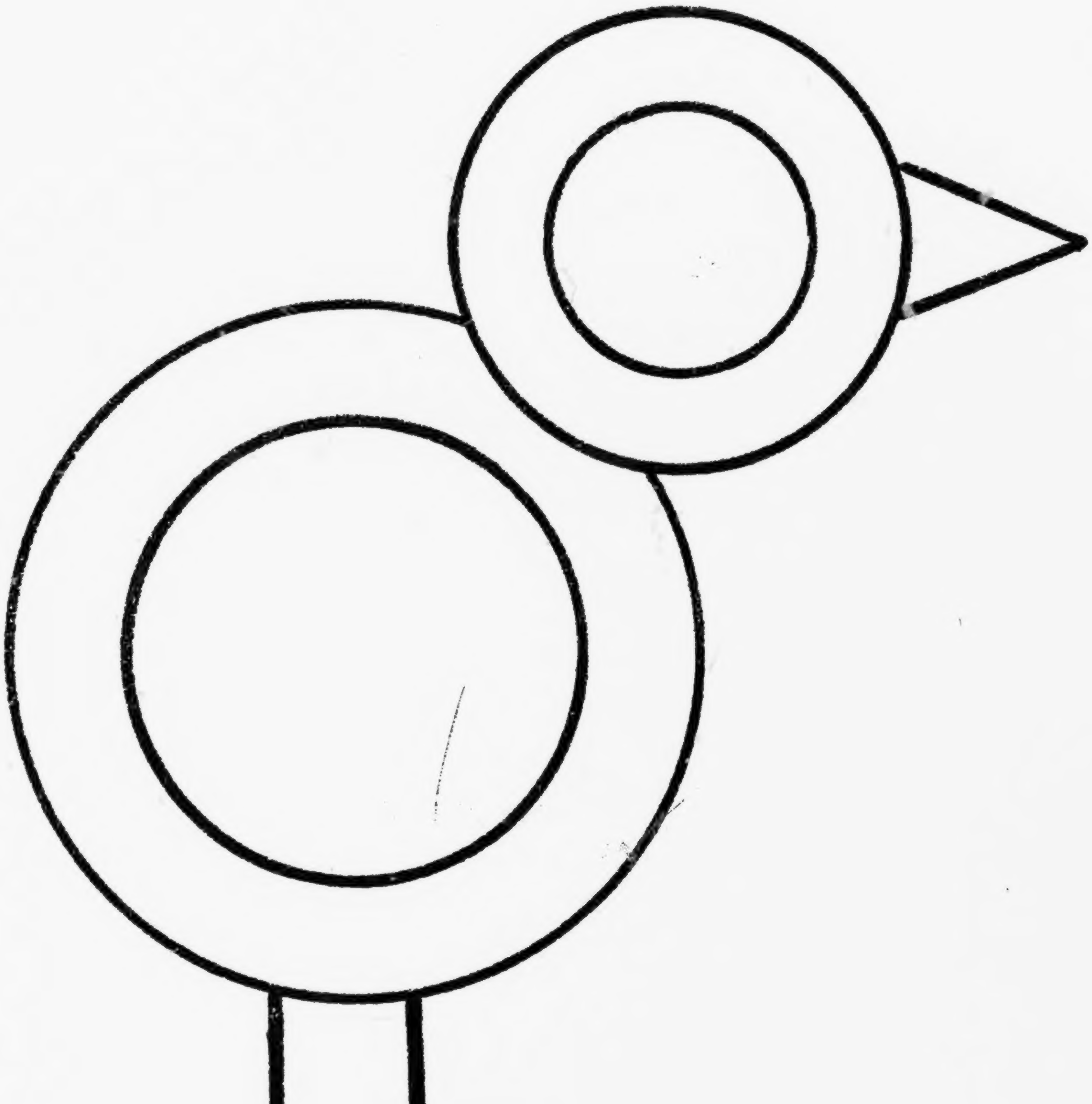
Equipment used with the experimental materials. ("Shapees," picture cards, spinner, bag, place cards)

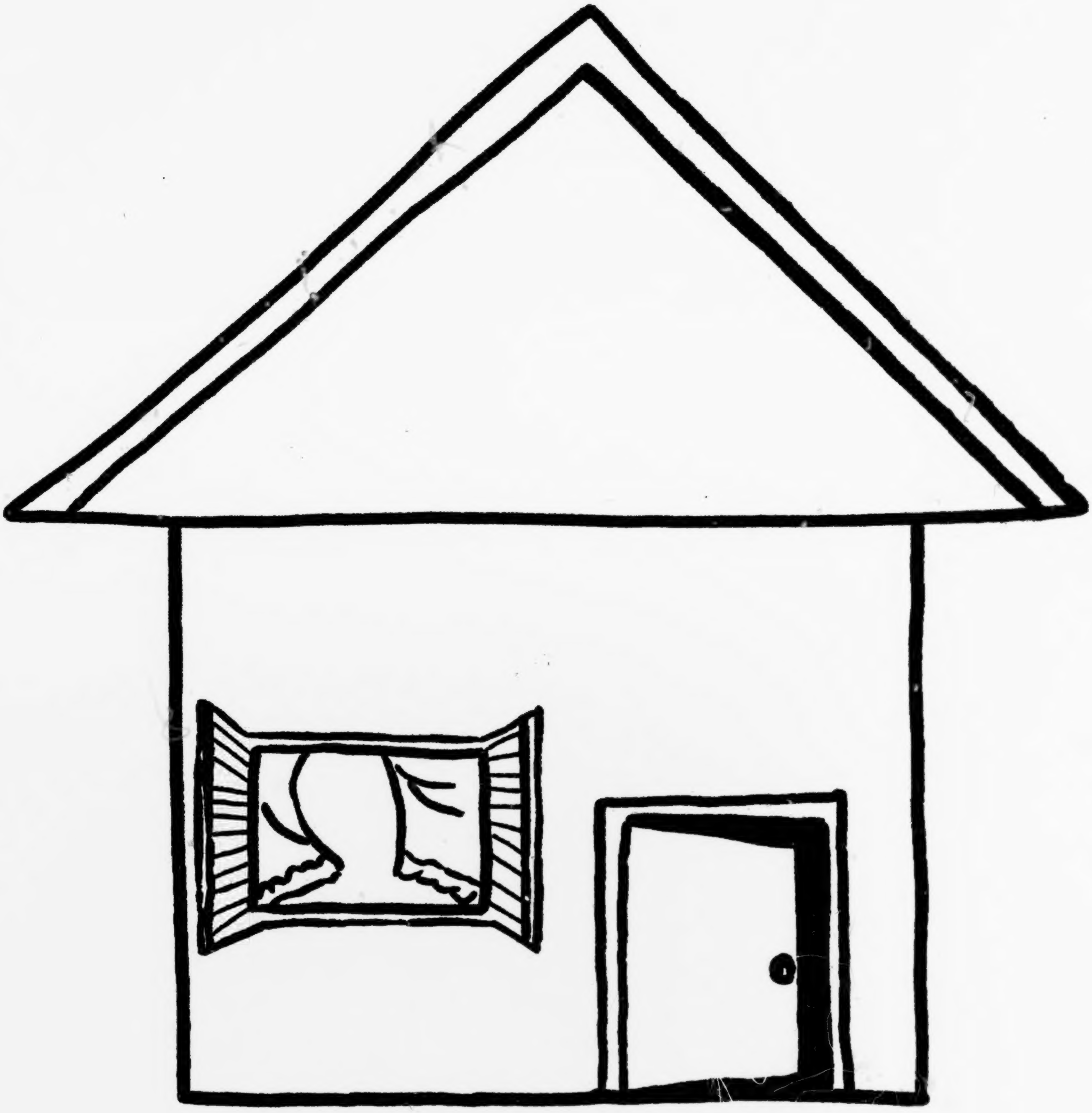
Presentation of new language with repetition, pattern practice and demonstration with practice groups.

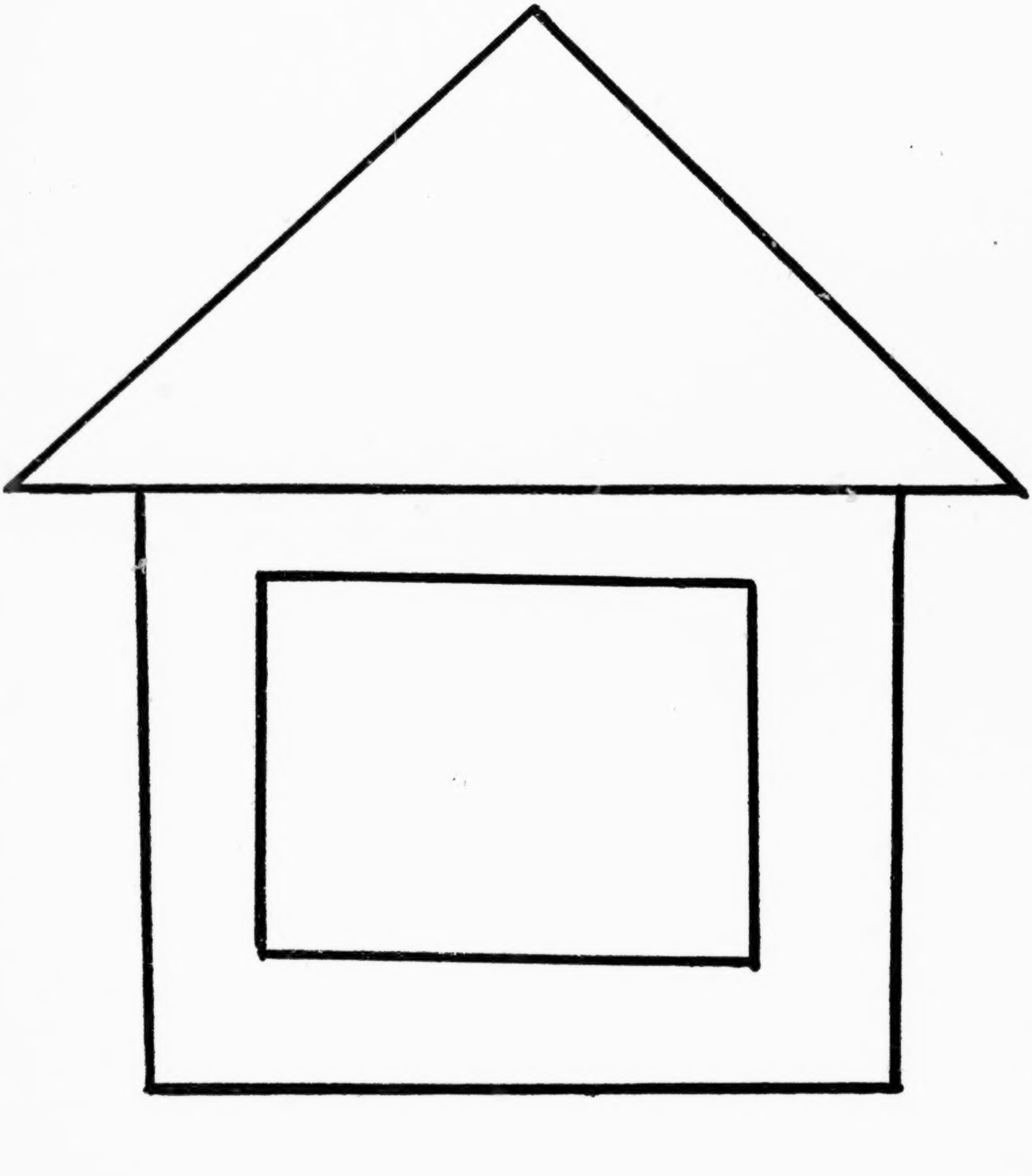
FORMS AND SHAPES

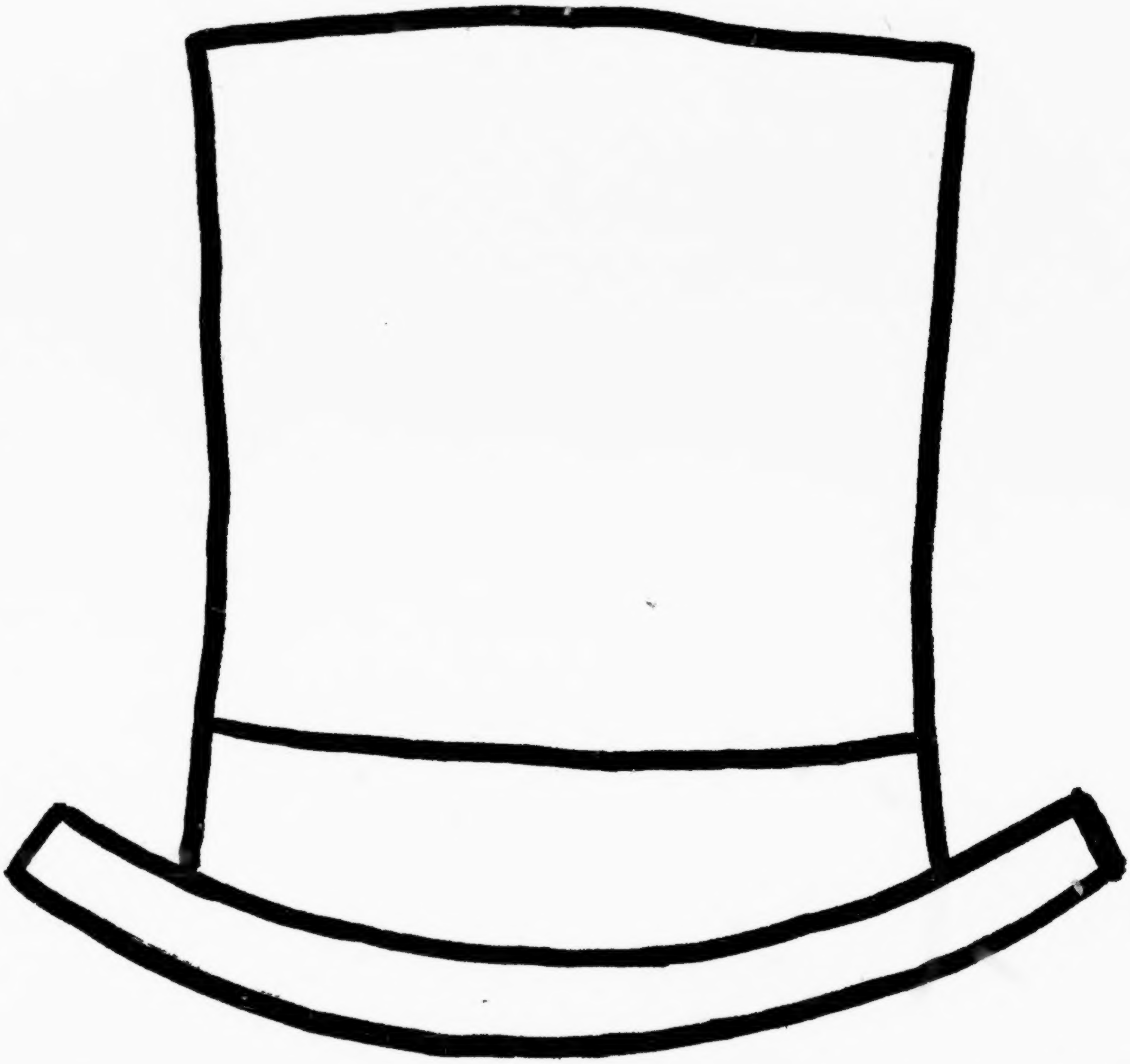
A Picture Book for Use With Communication Activities

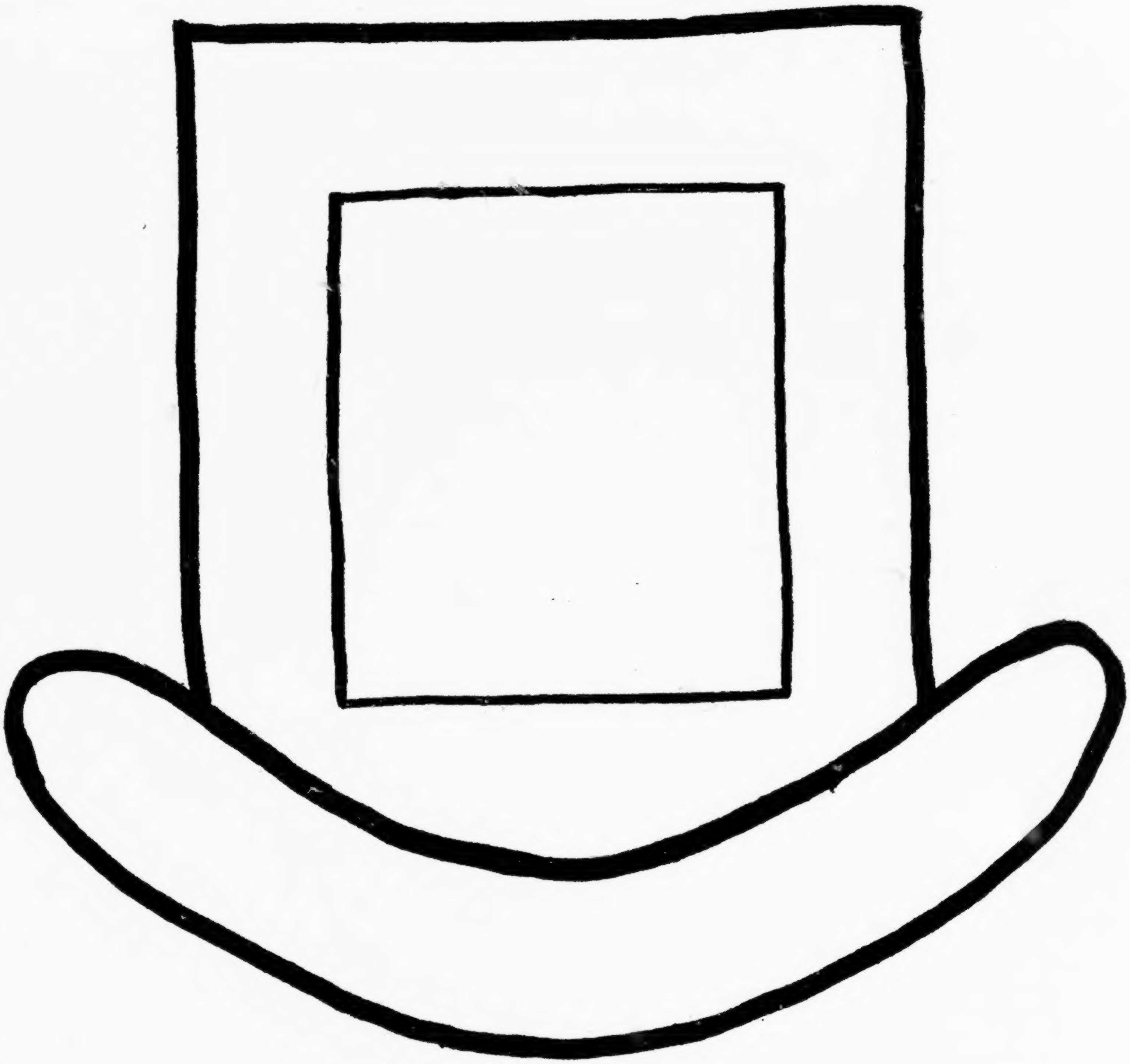


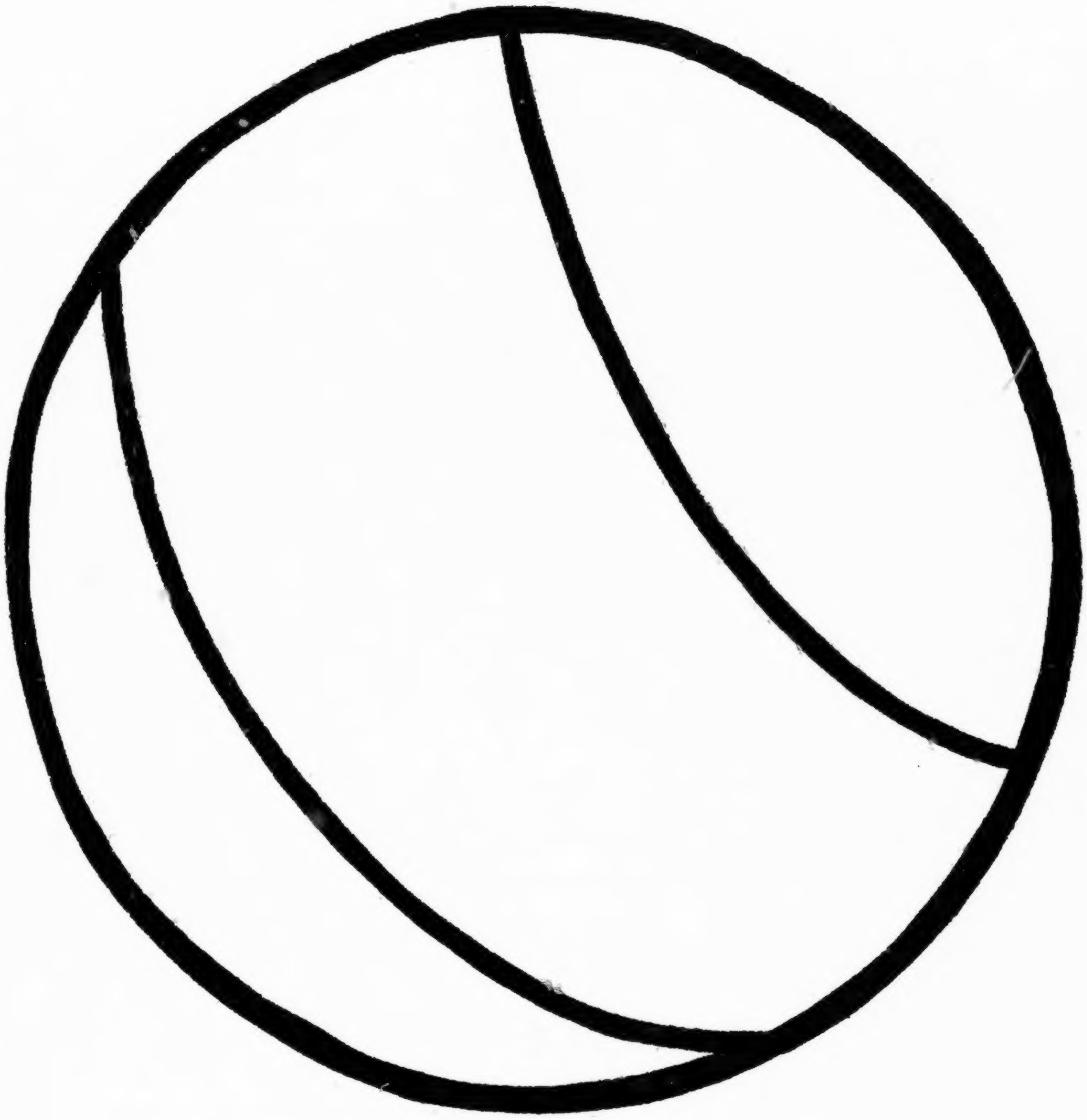


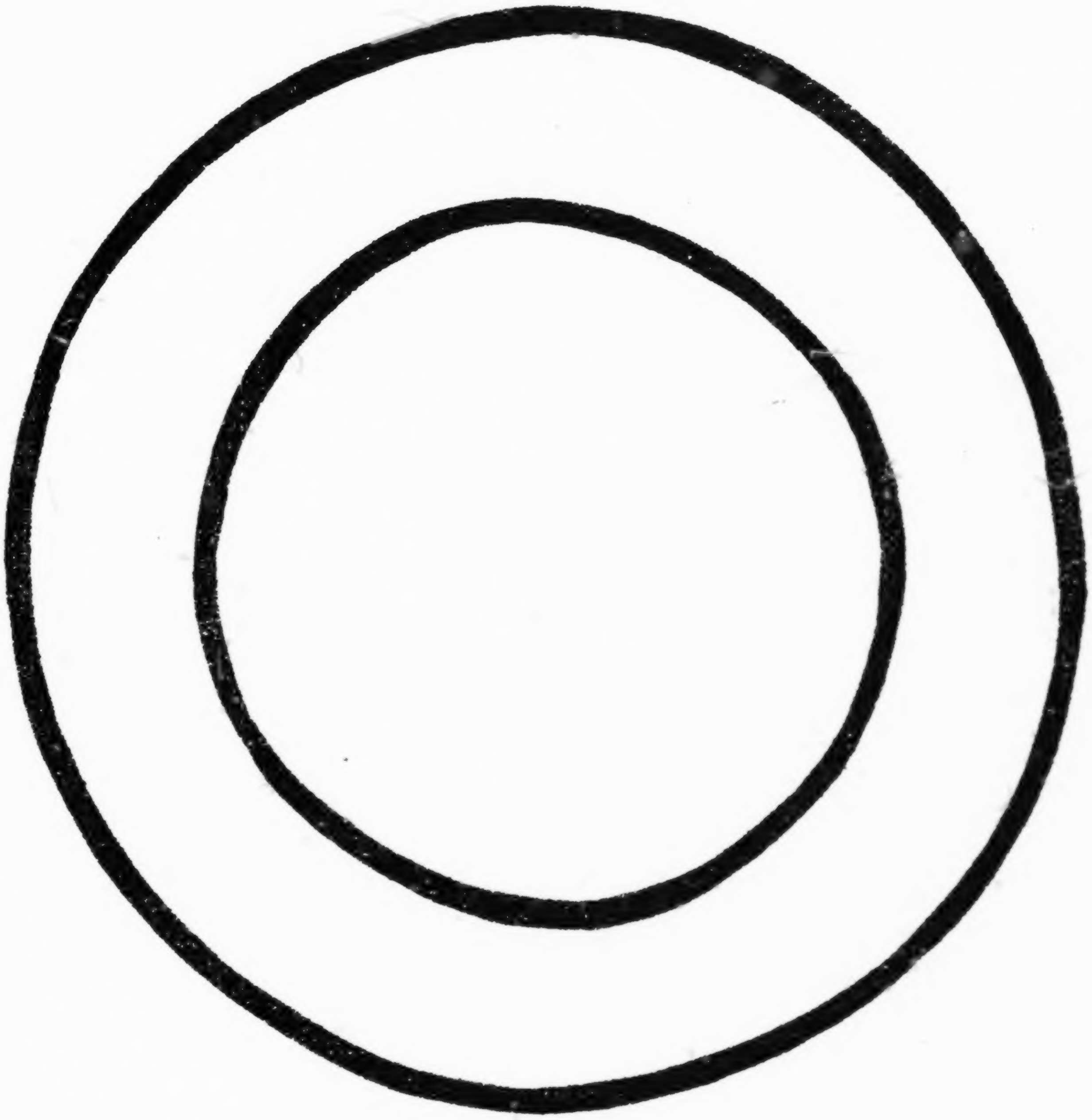


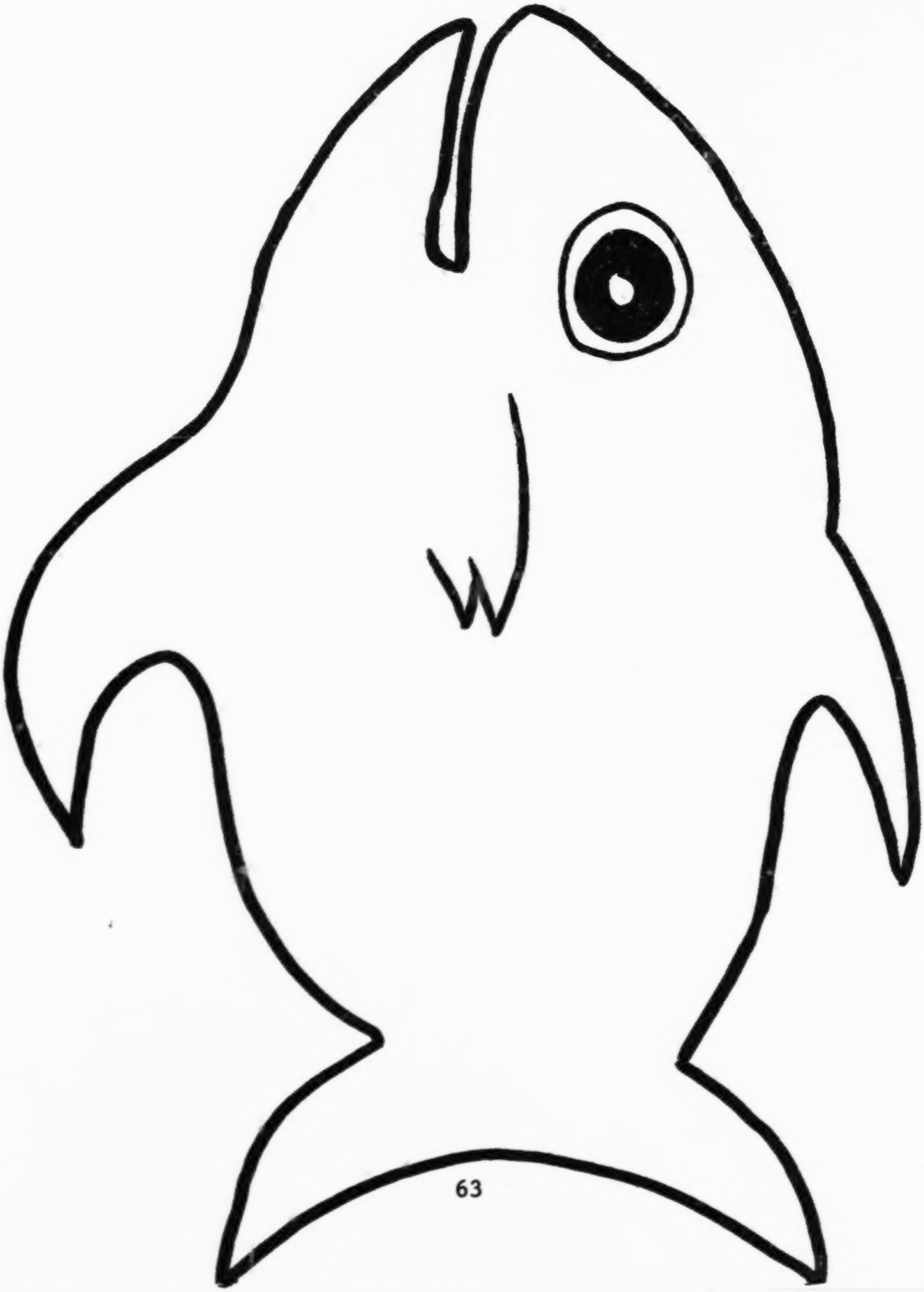


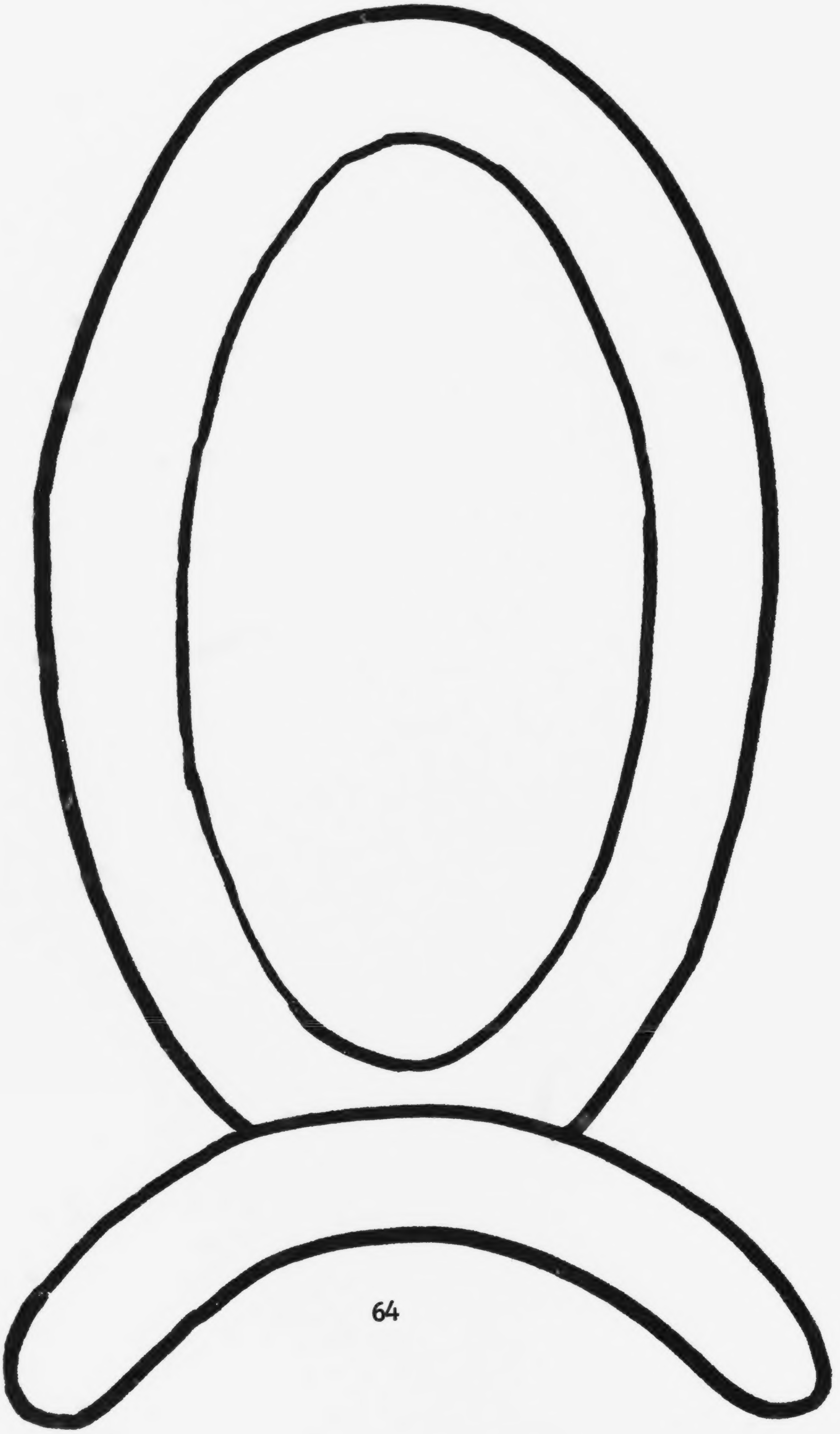


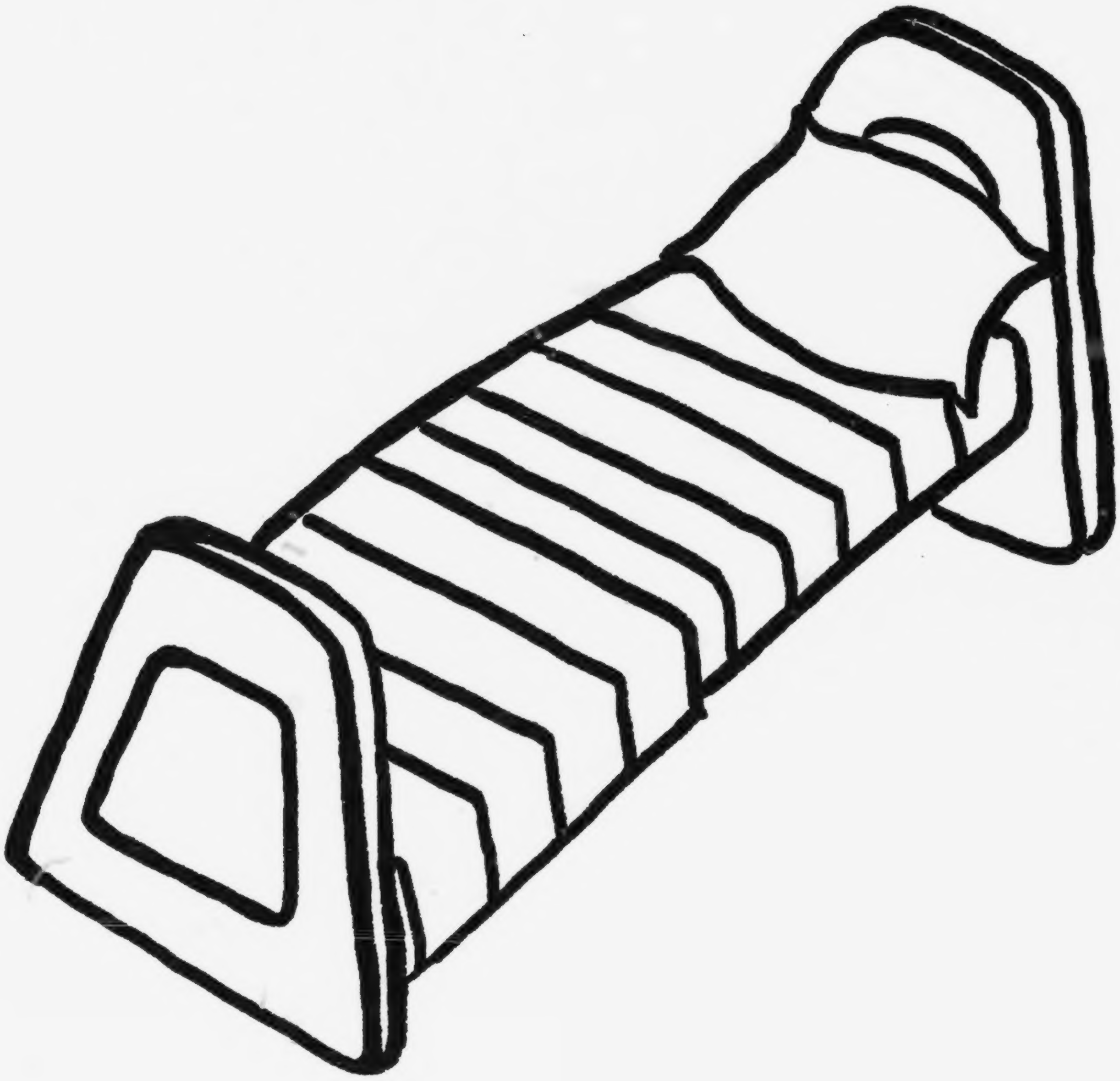


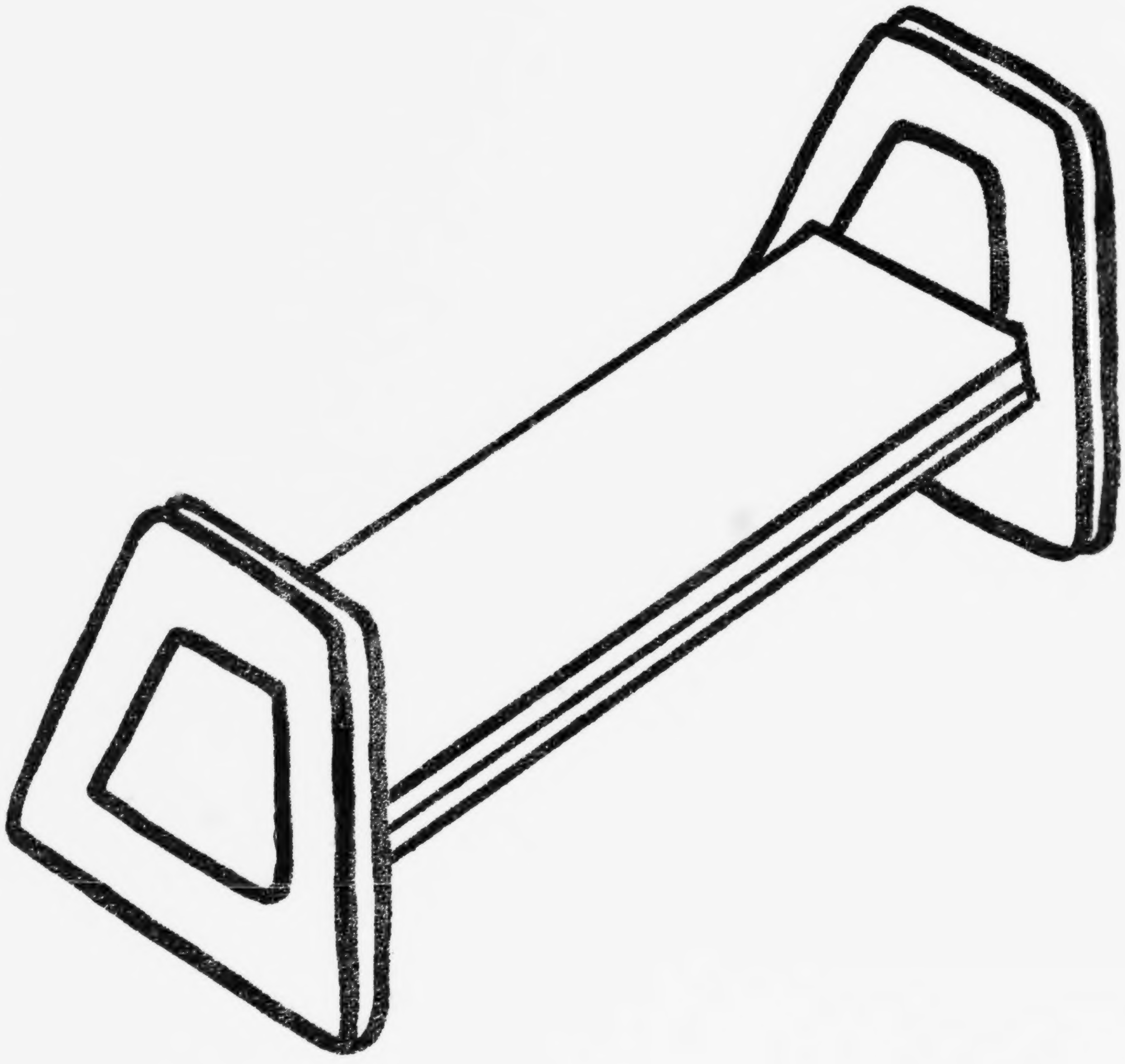


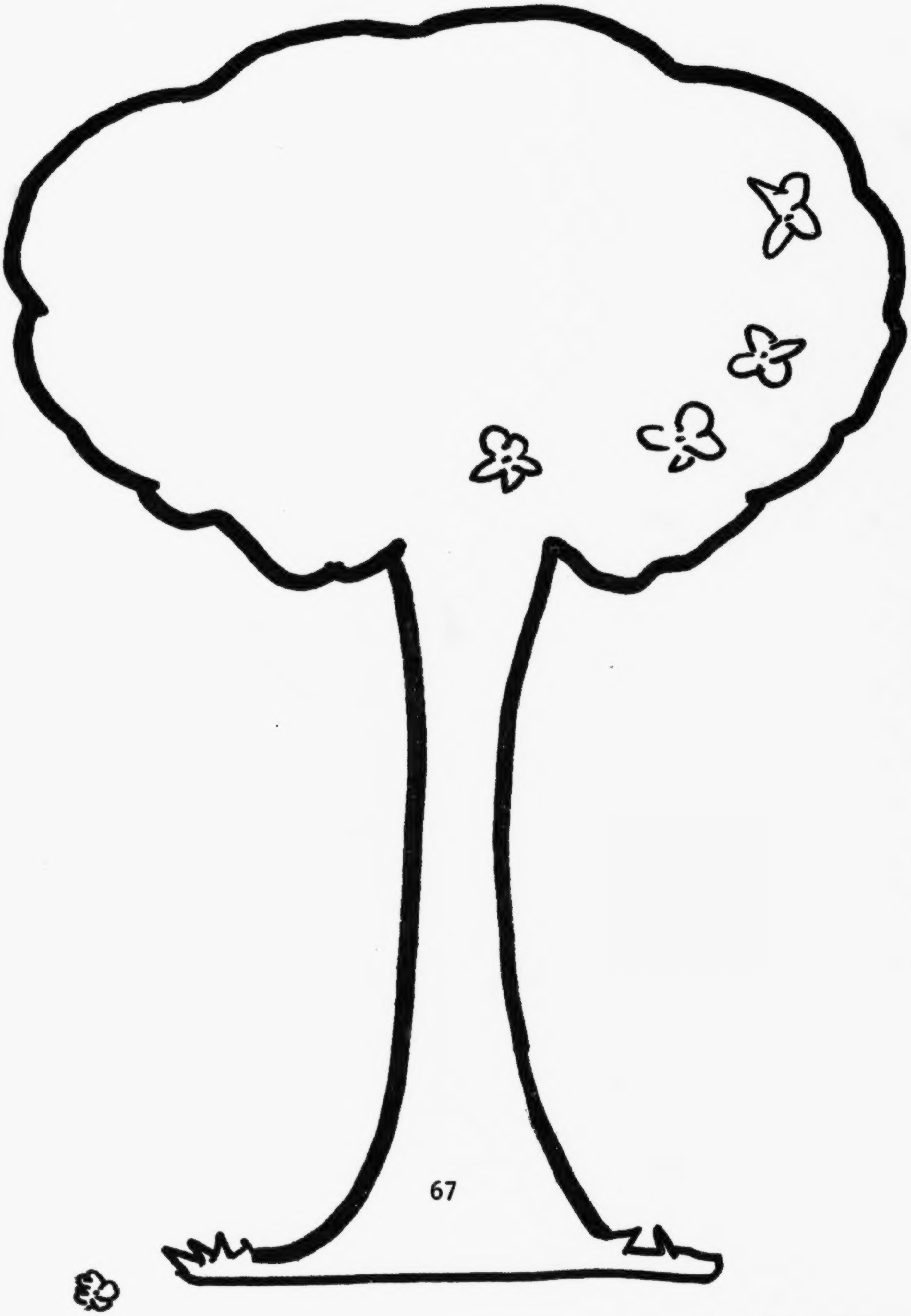


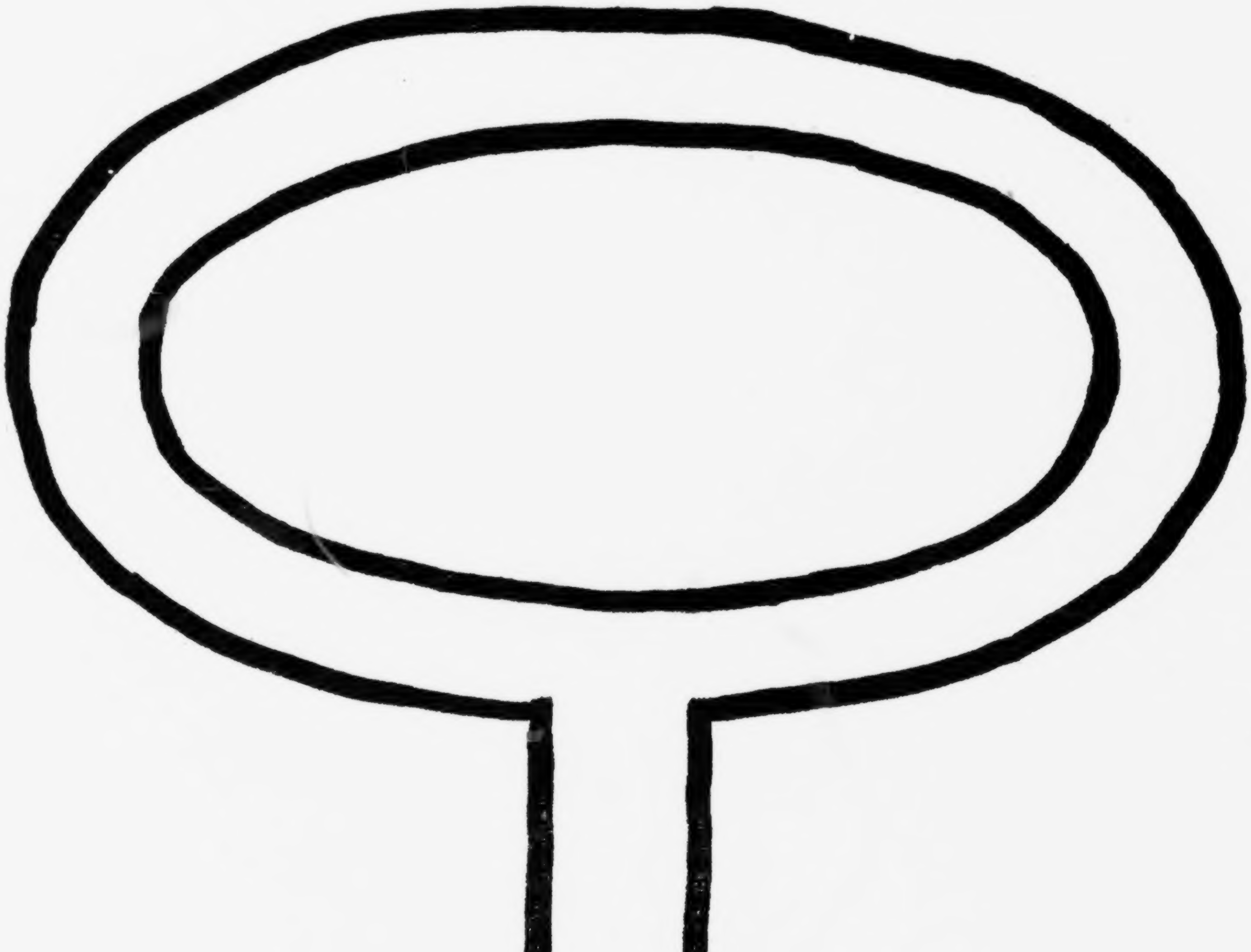


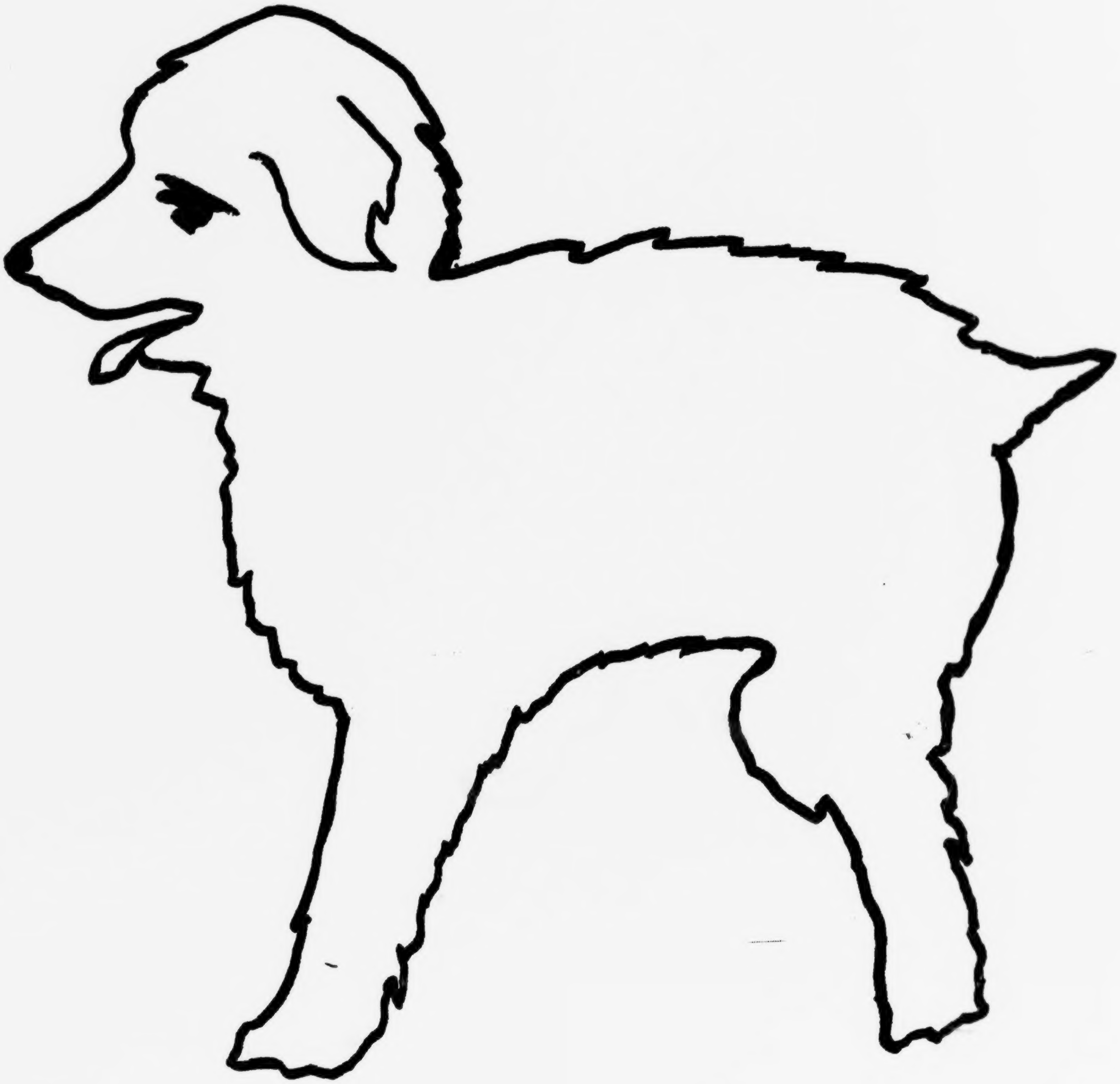


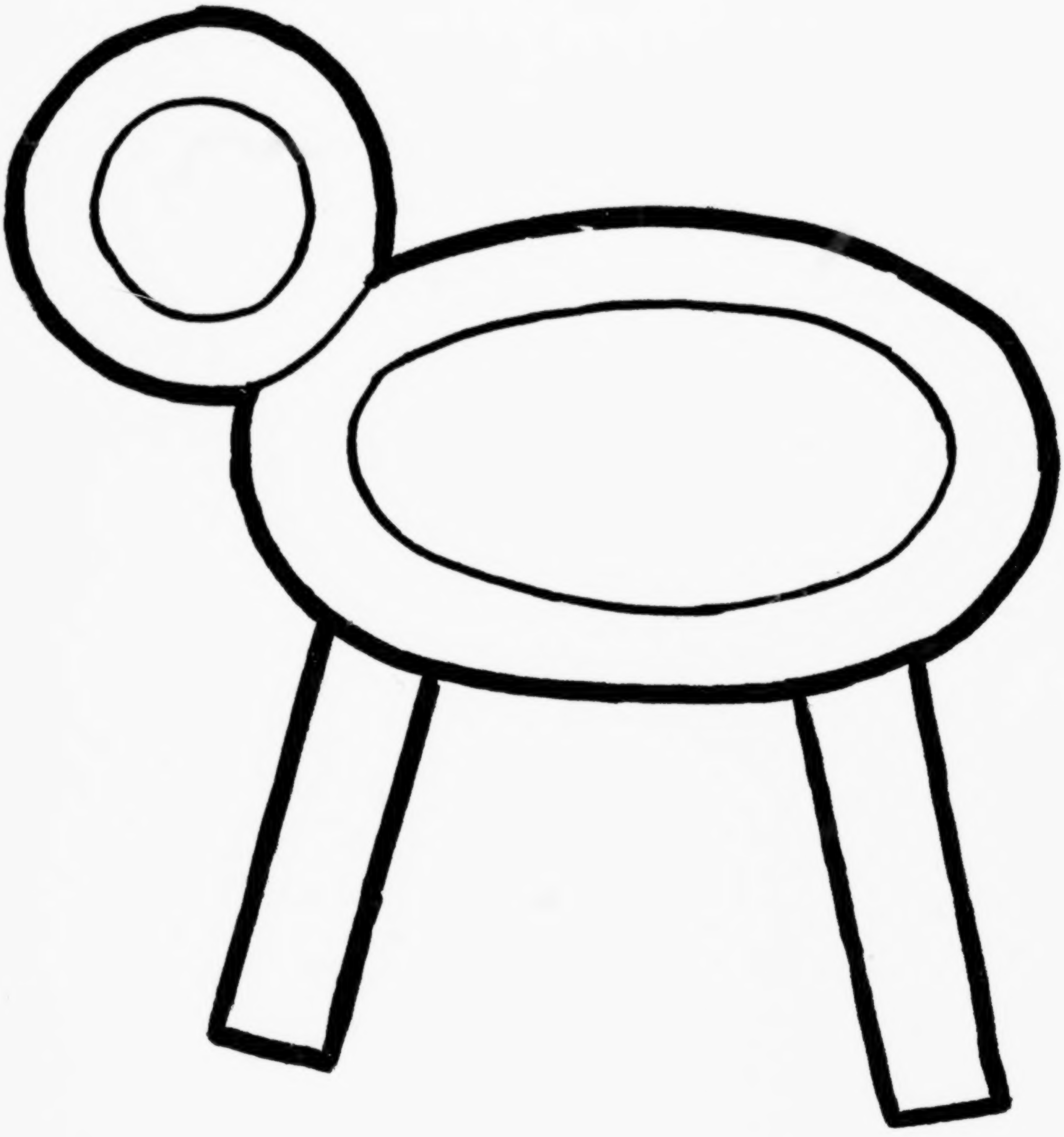


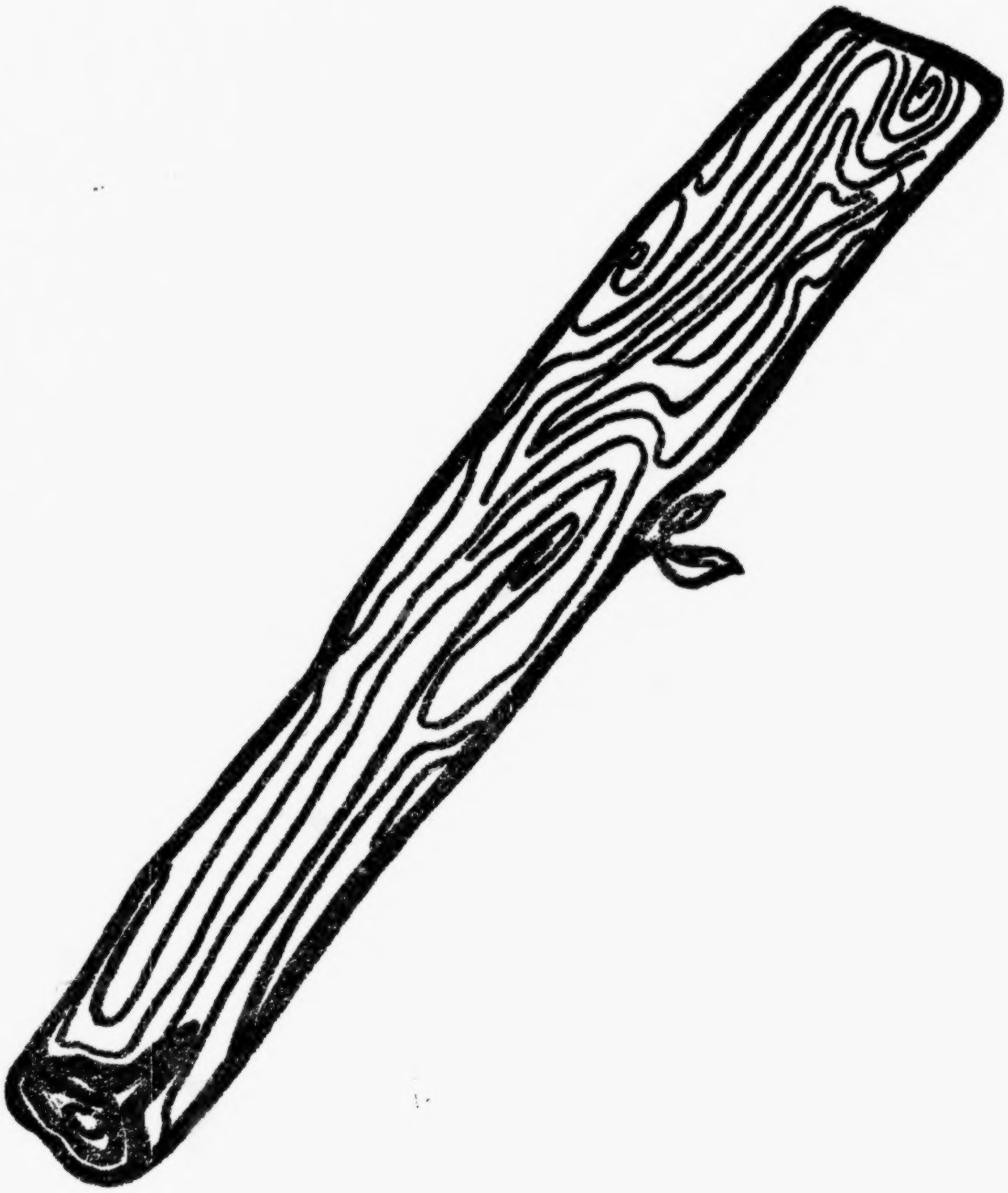


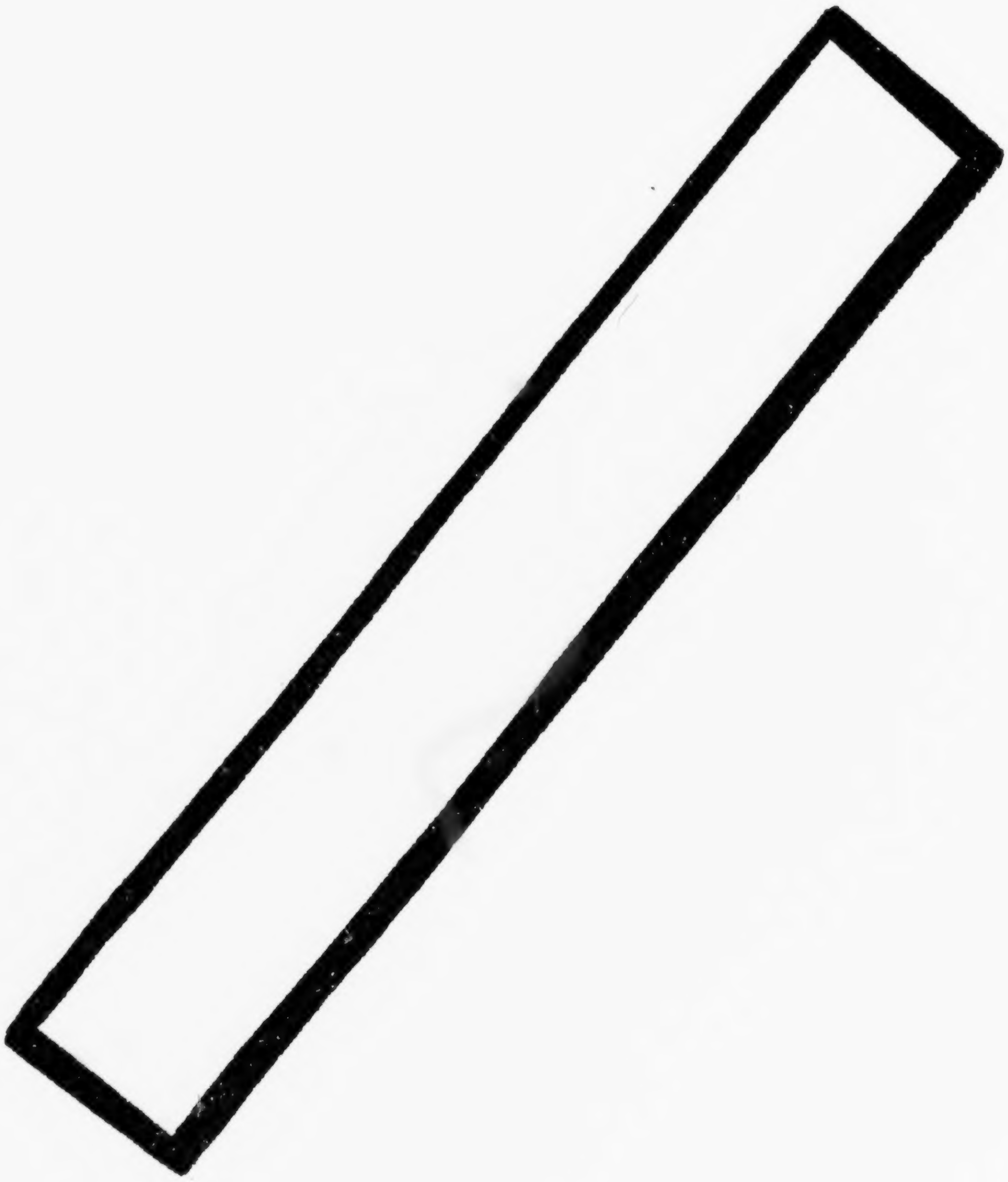


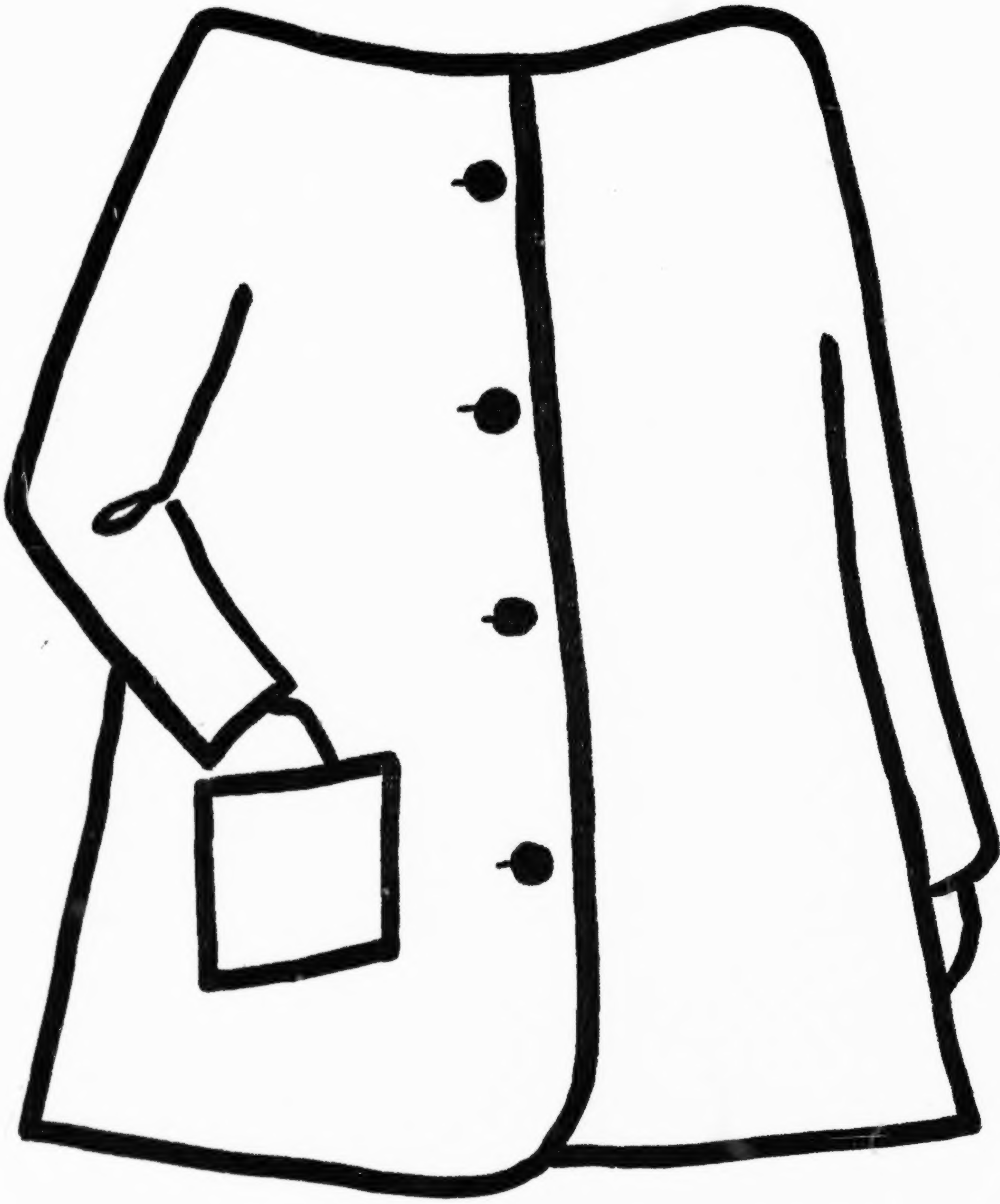


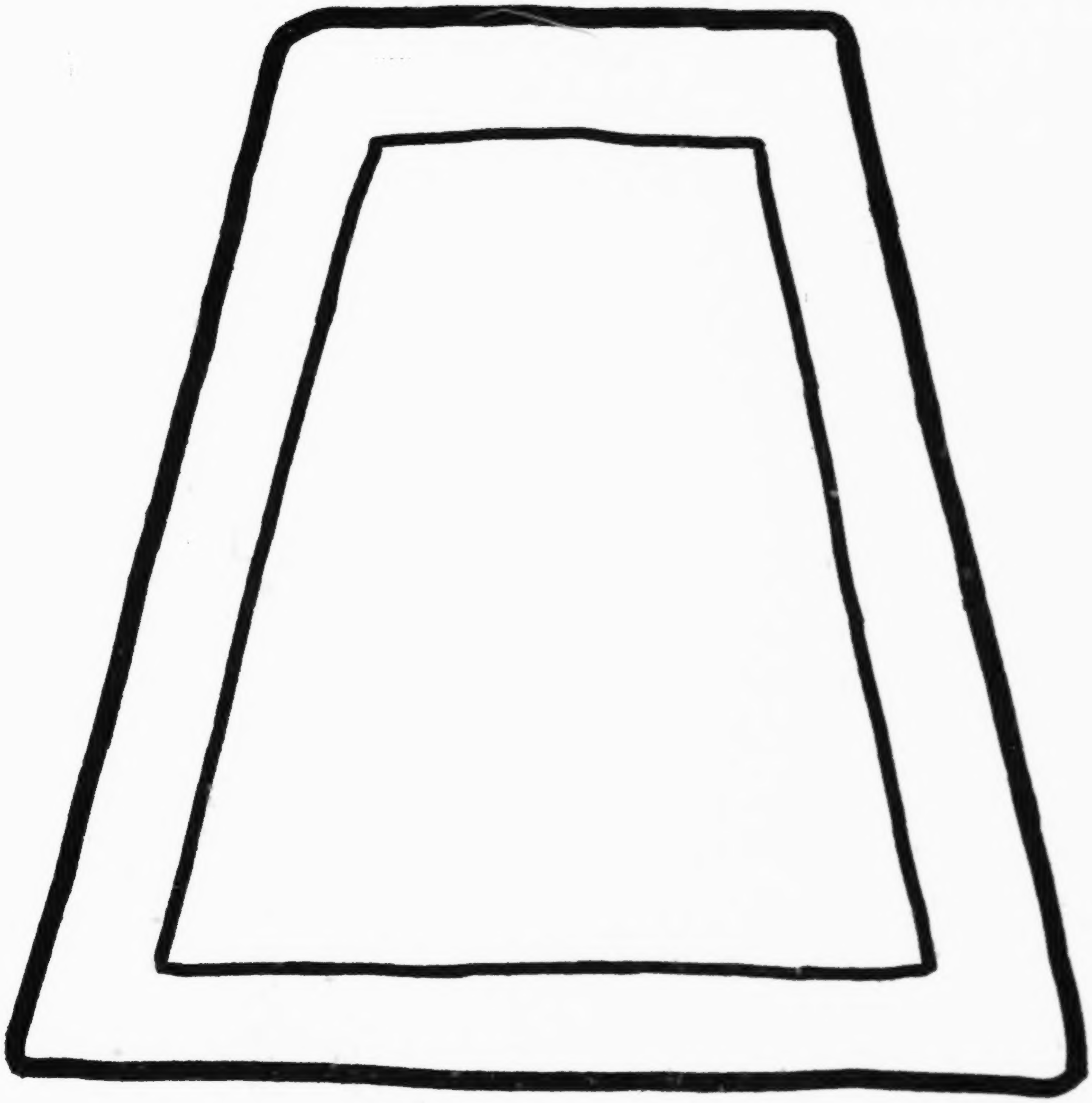


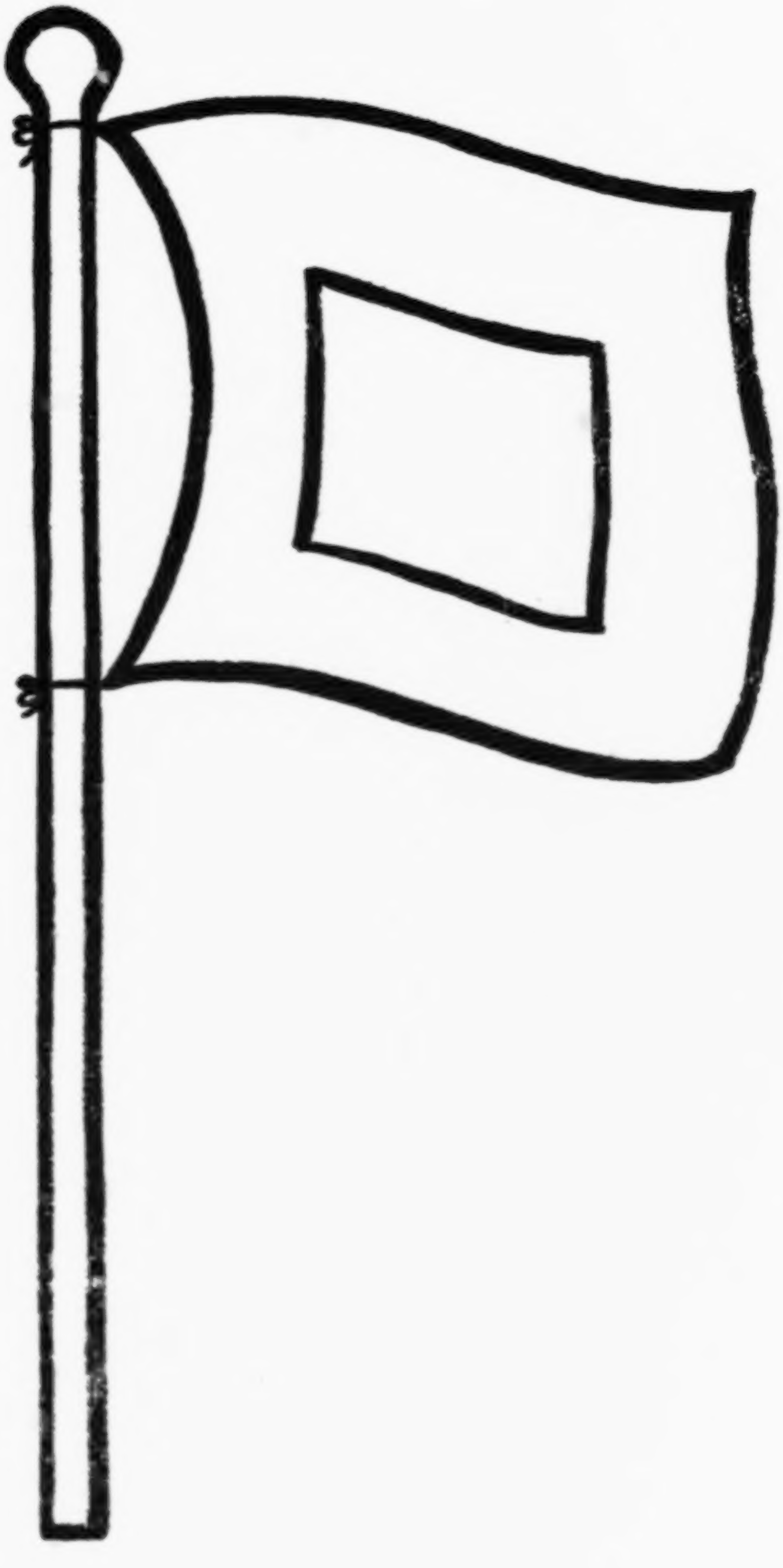


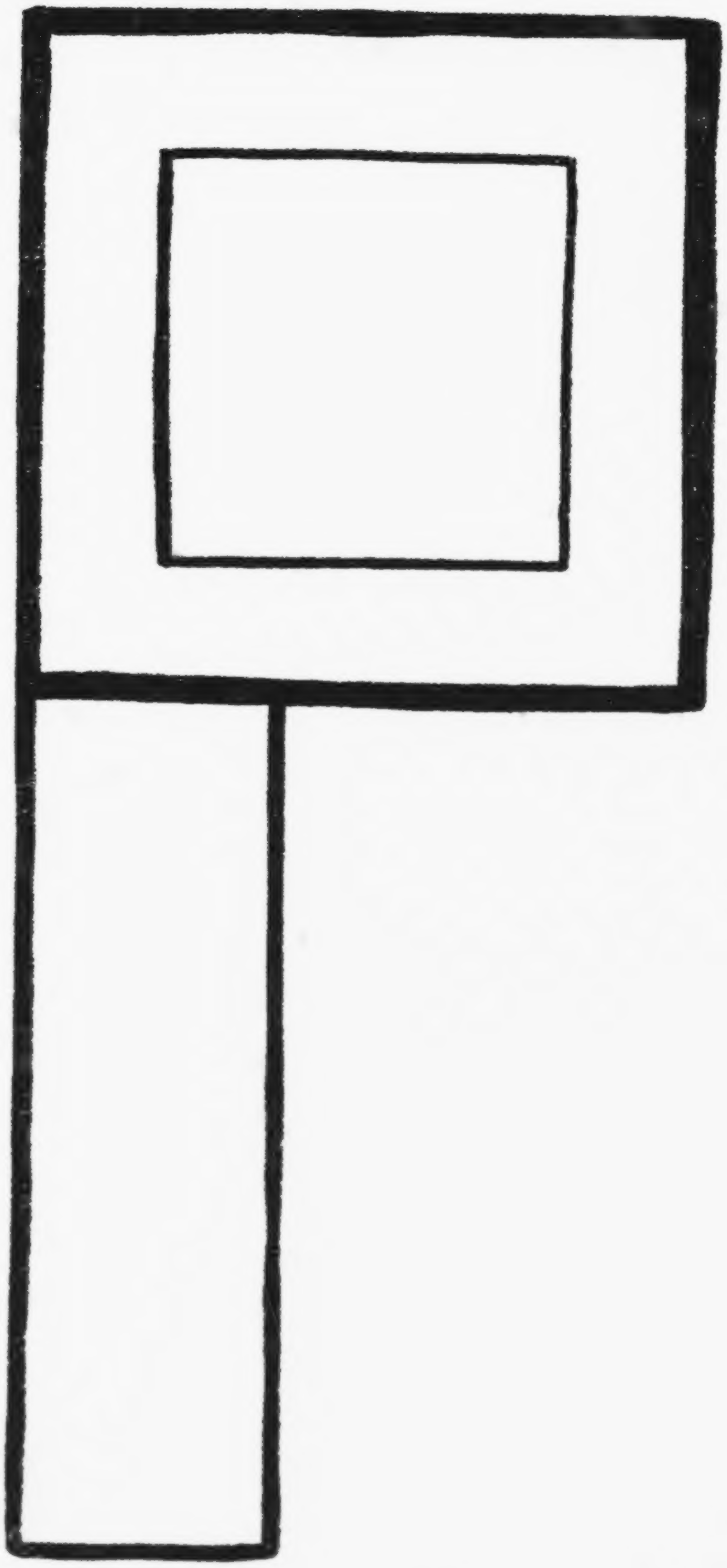


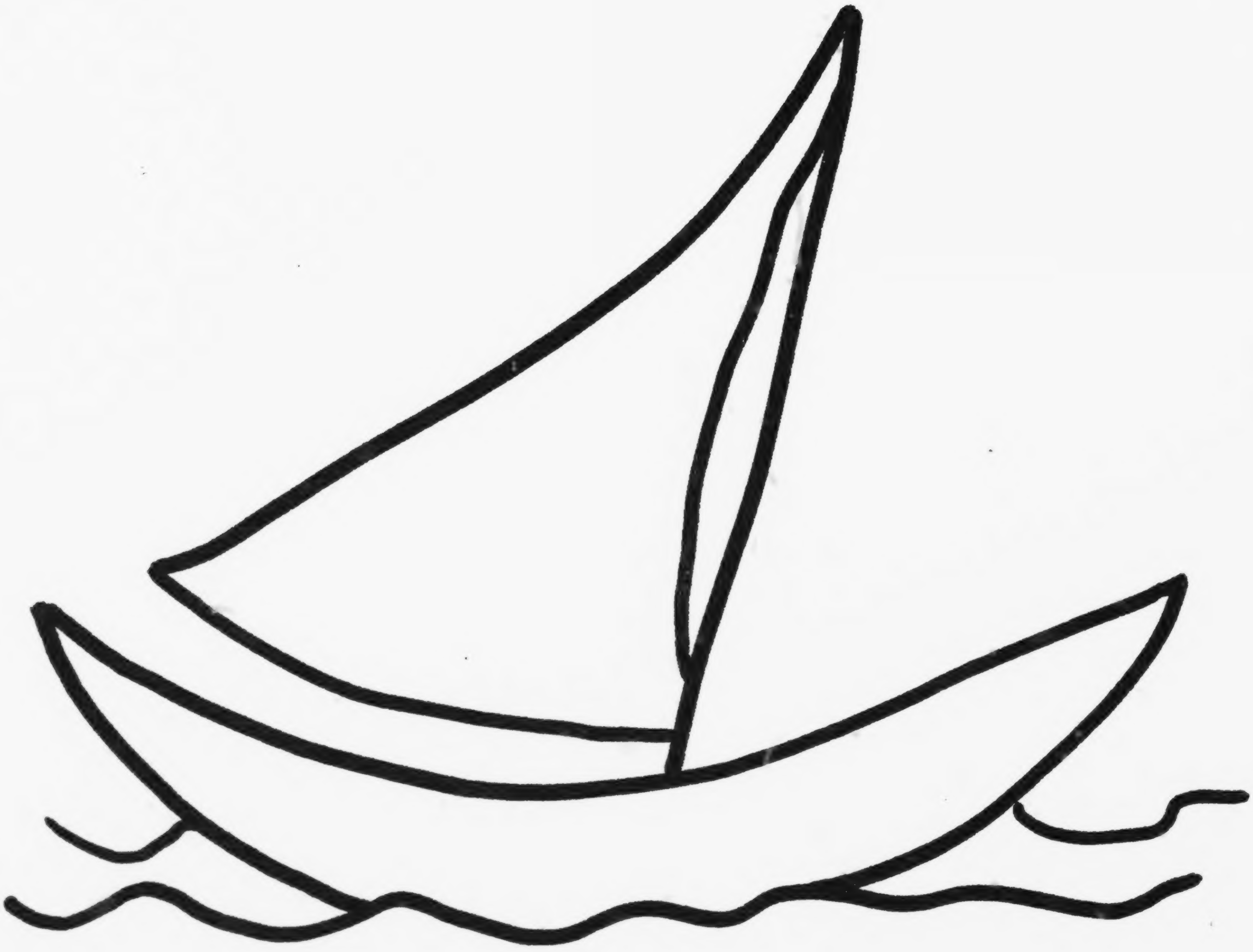


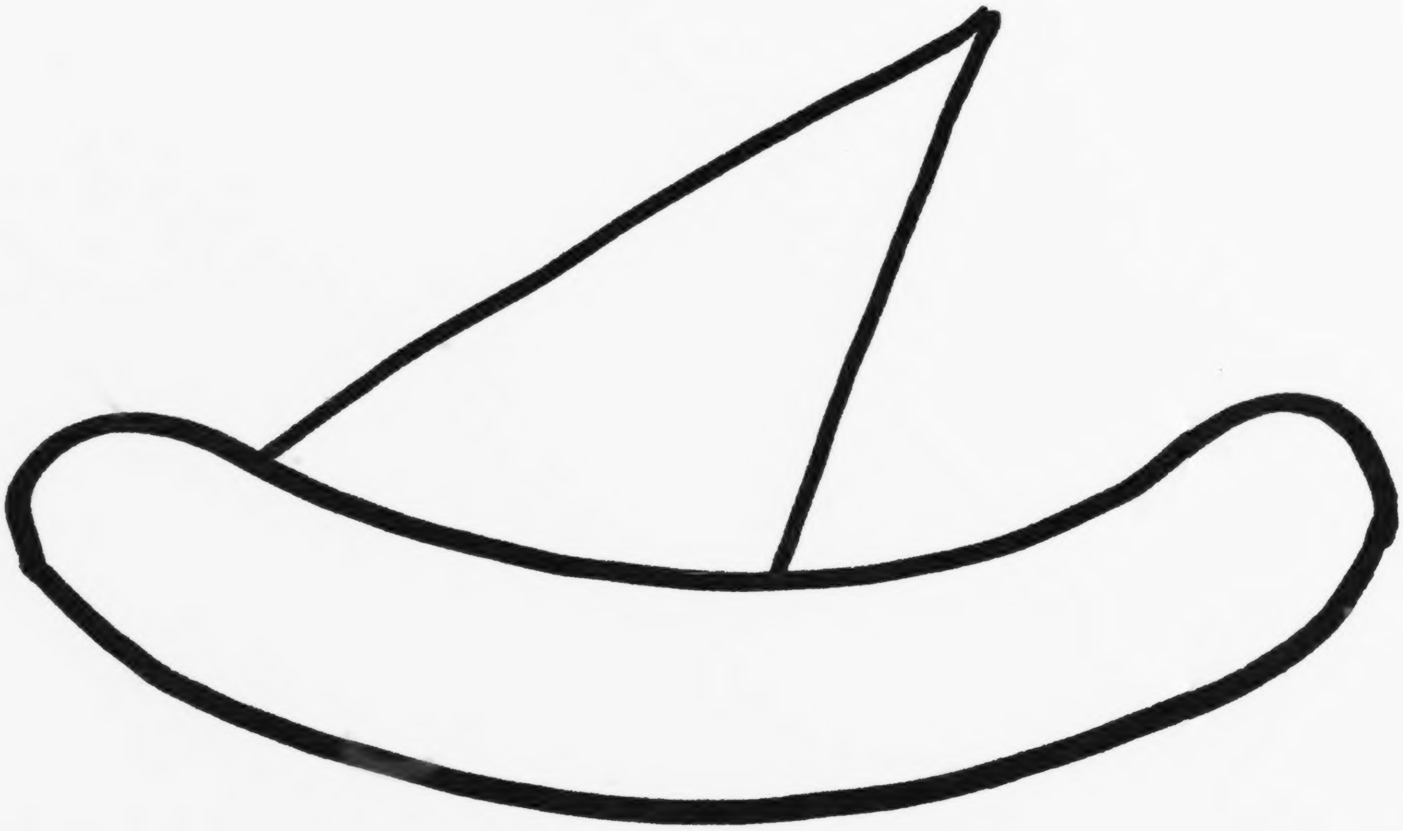


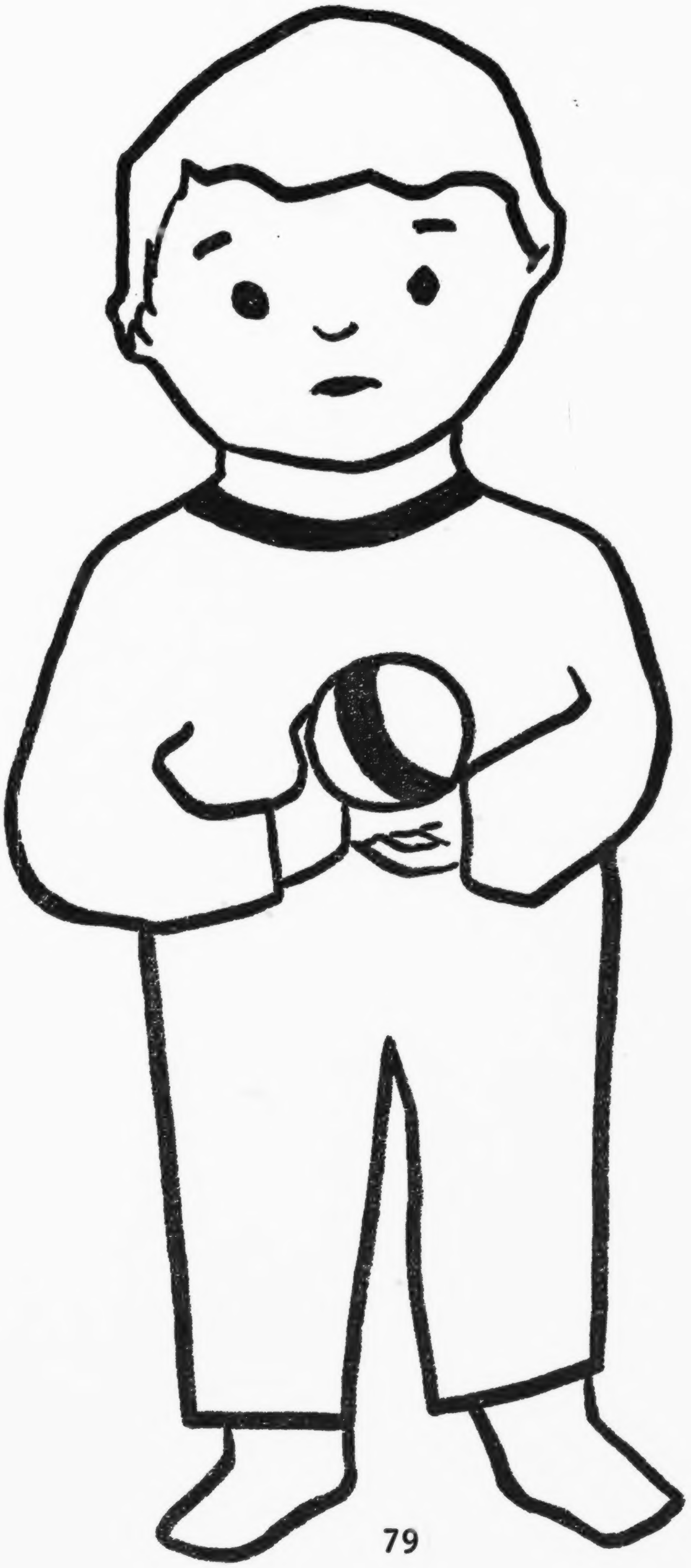


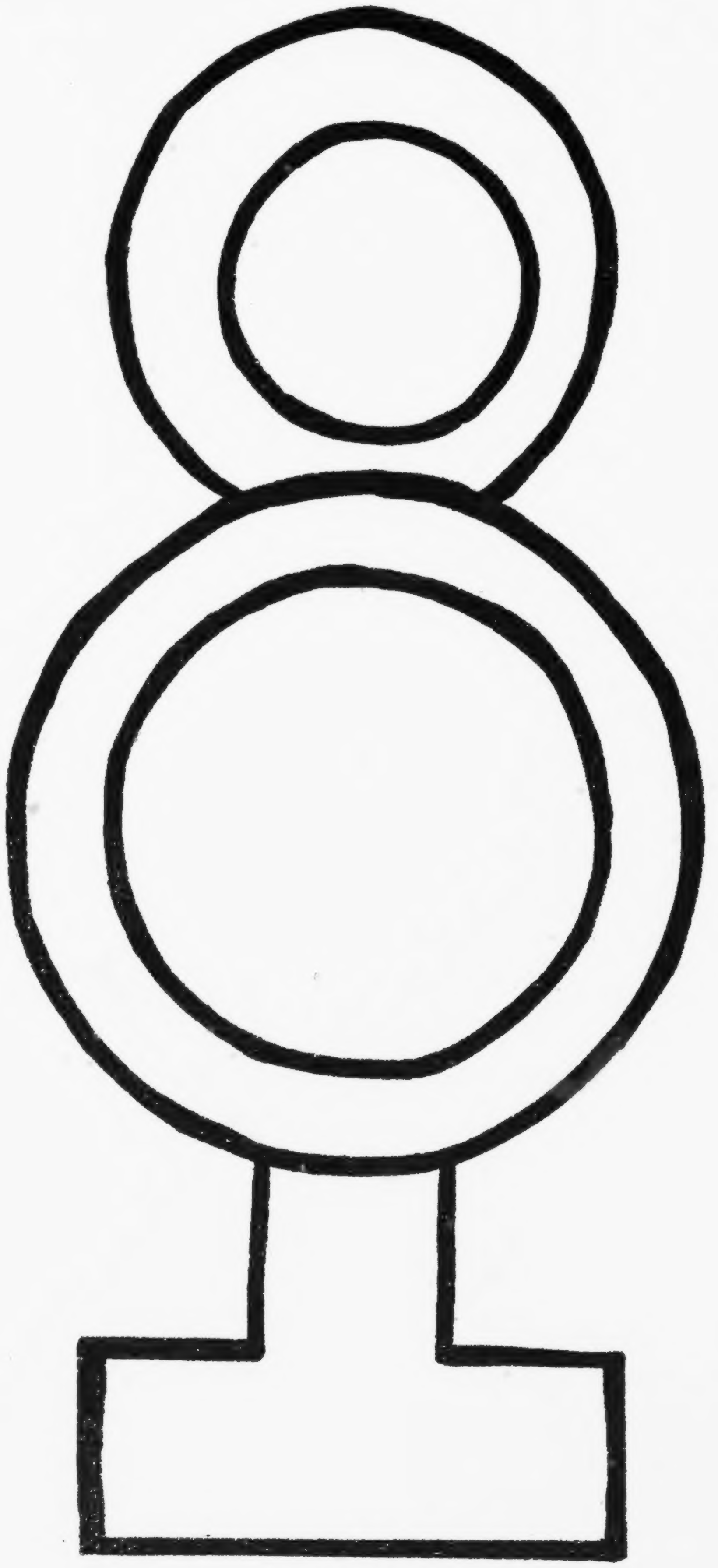


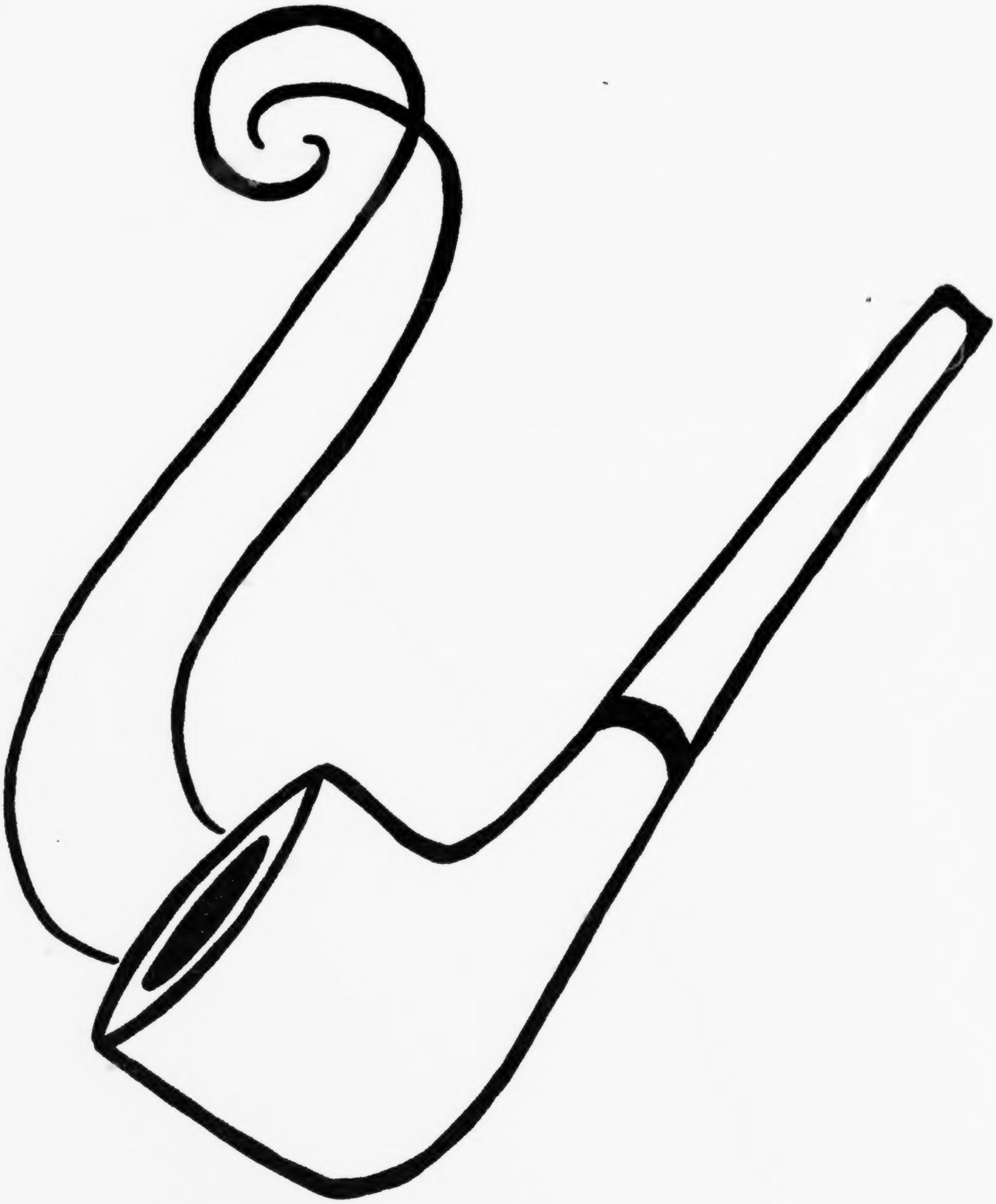


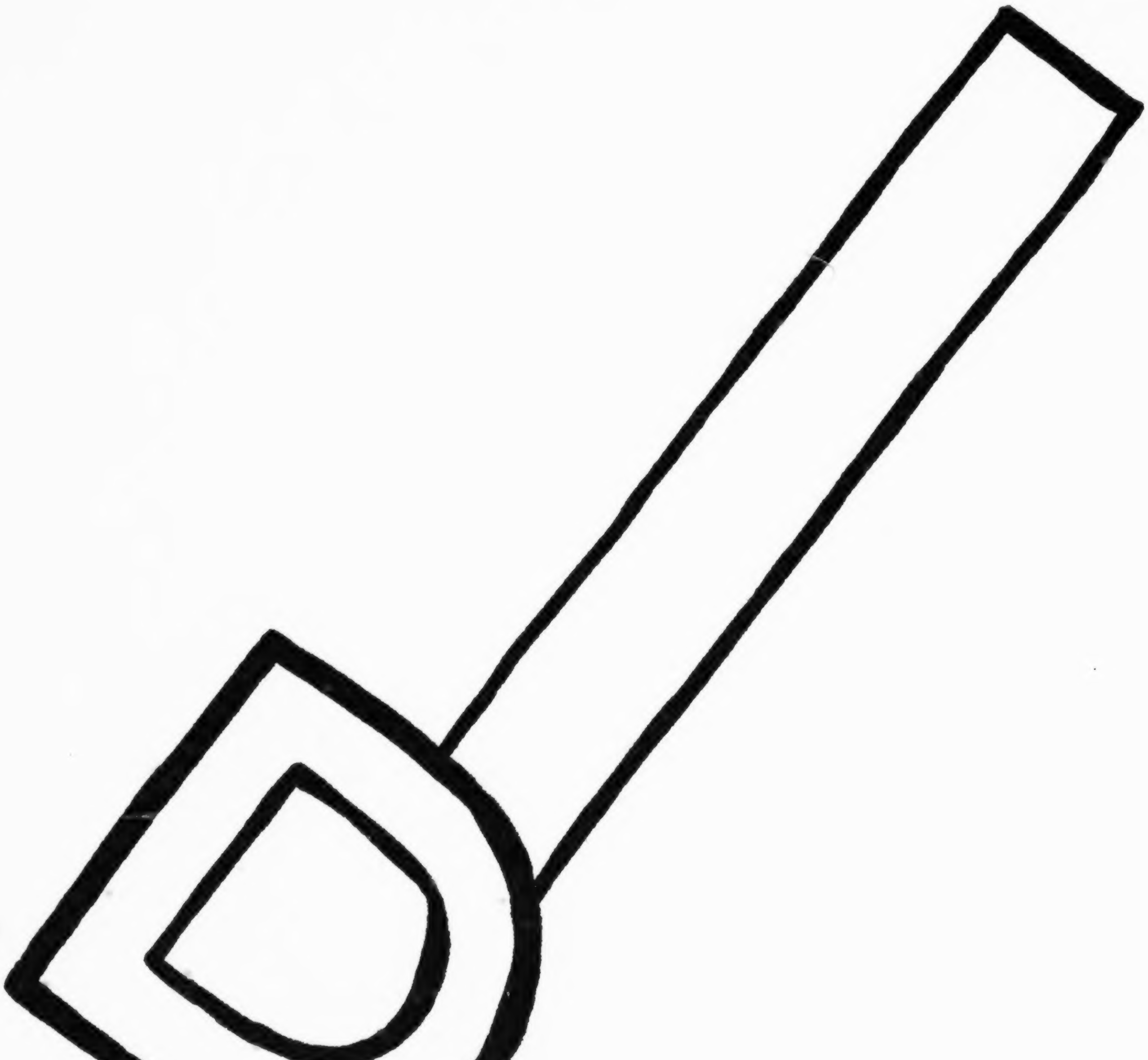


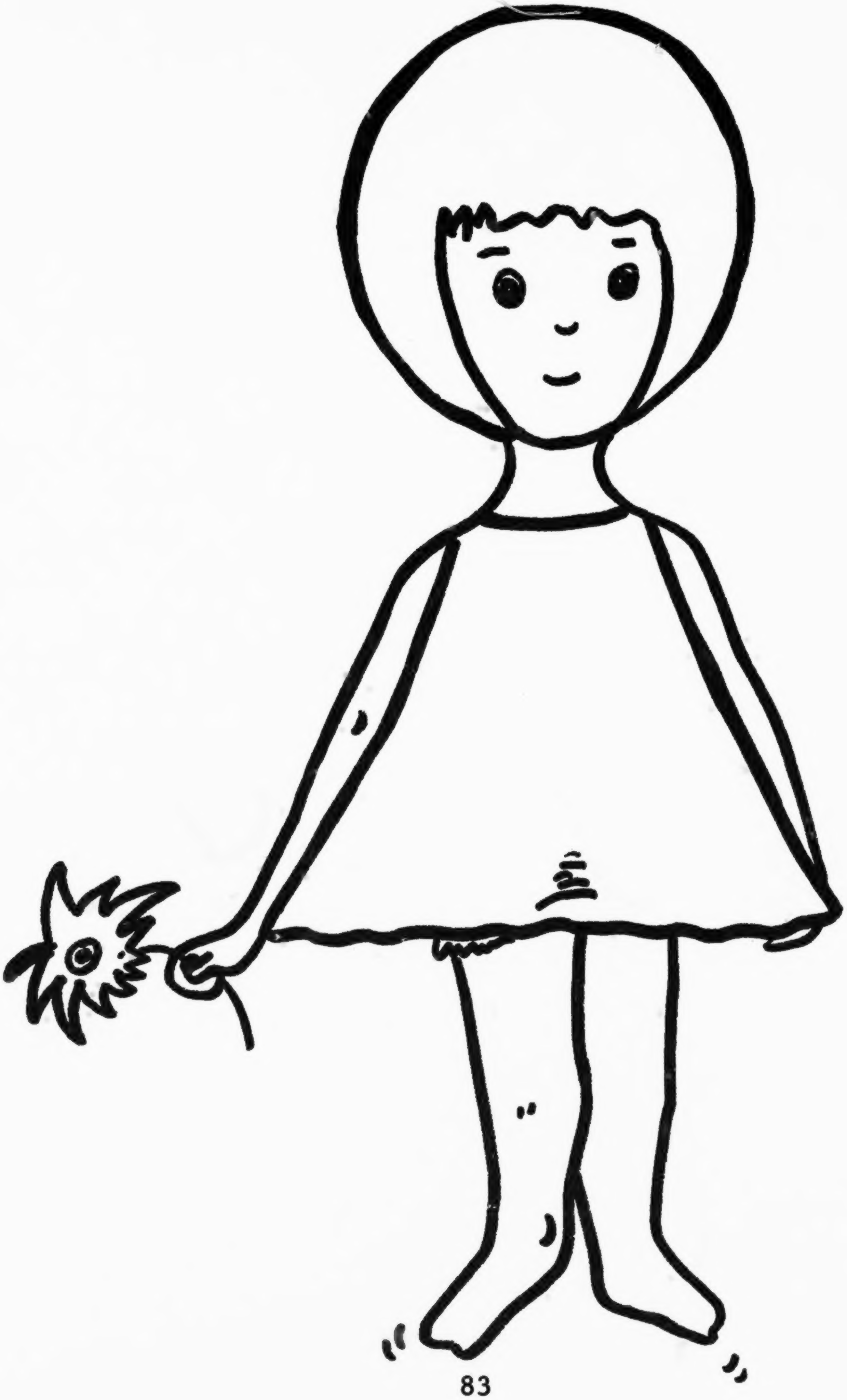


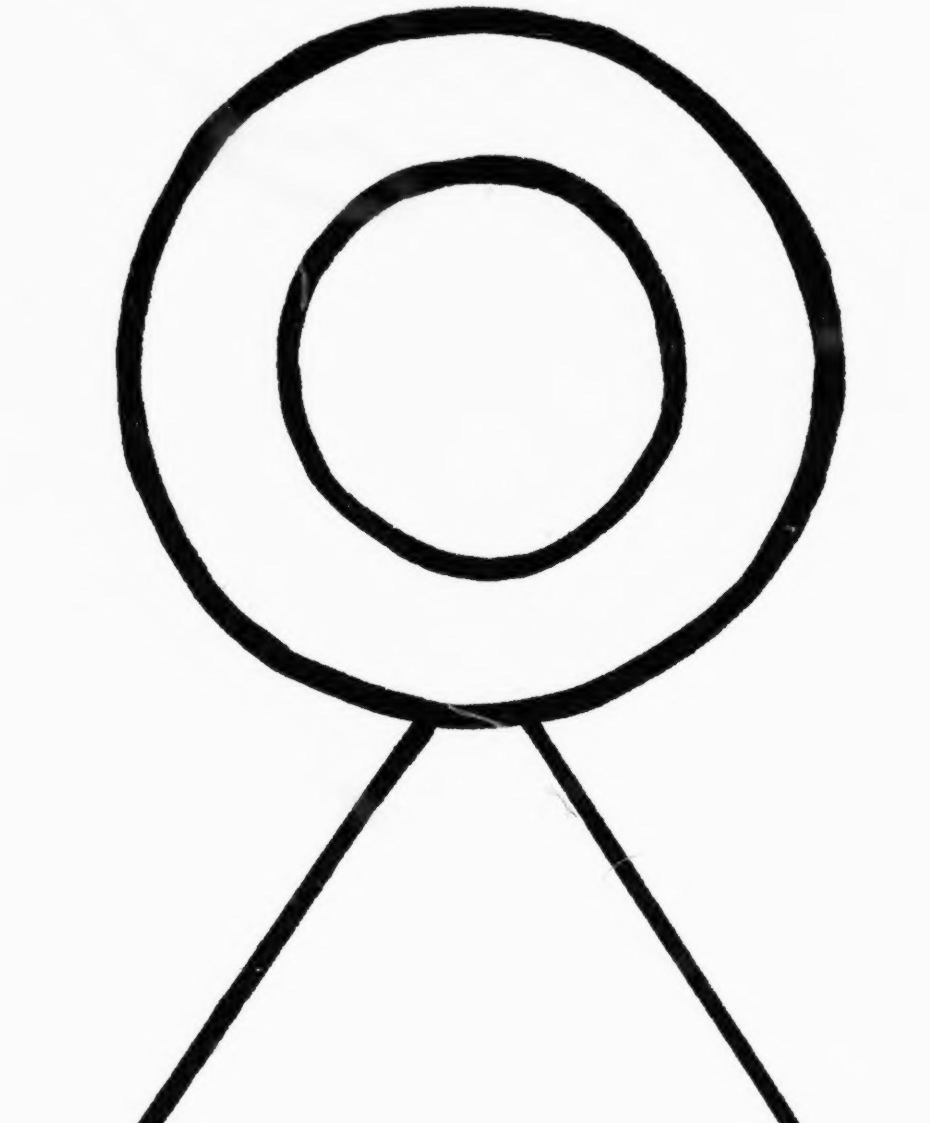


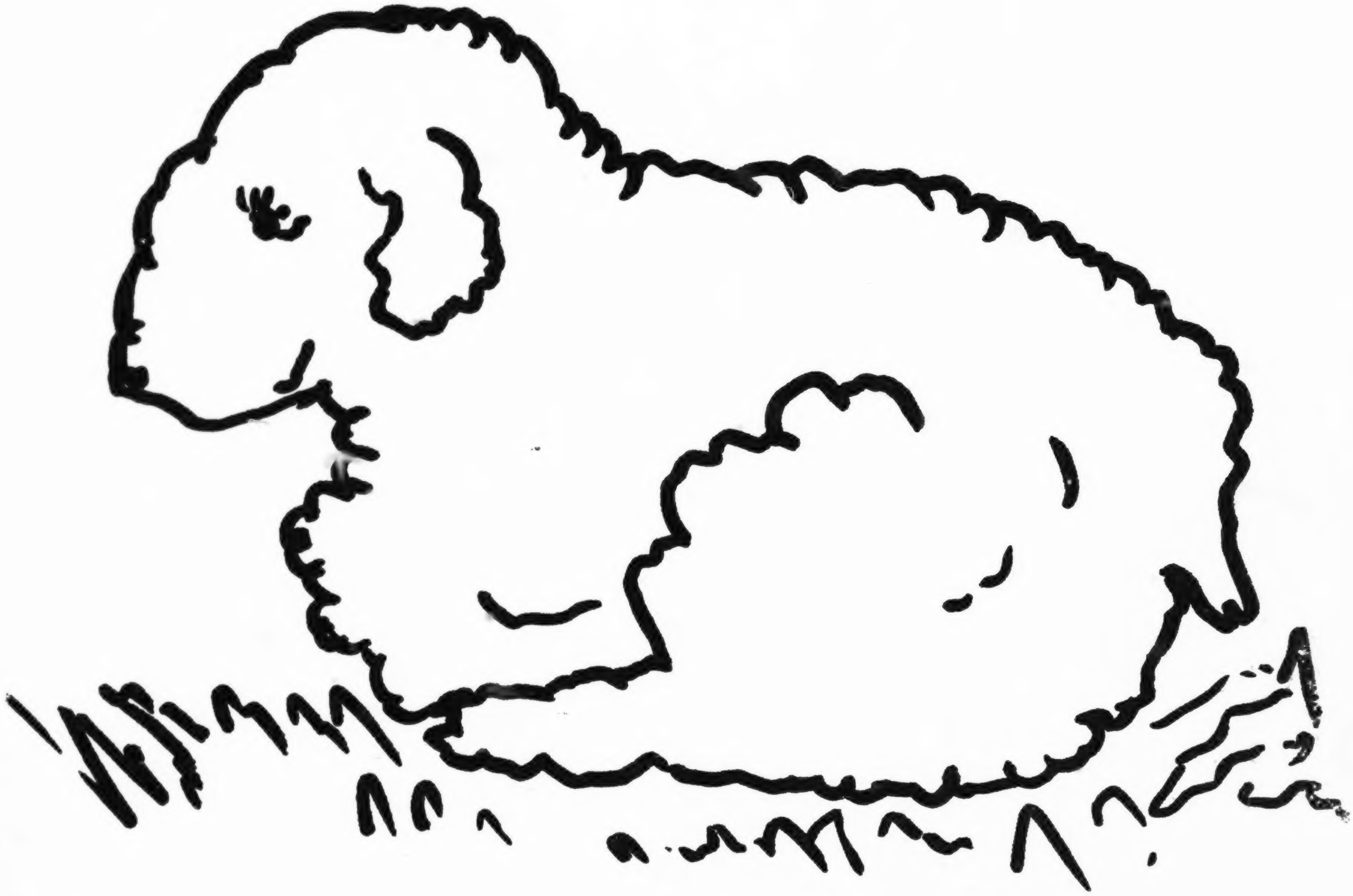


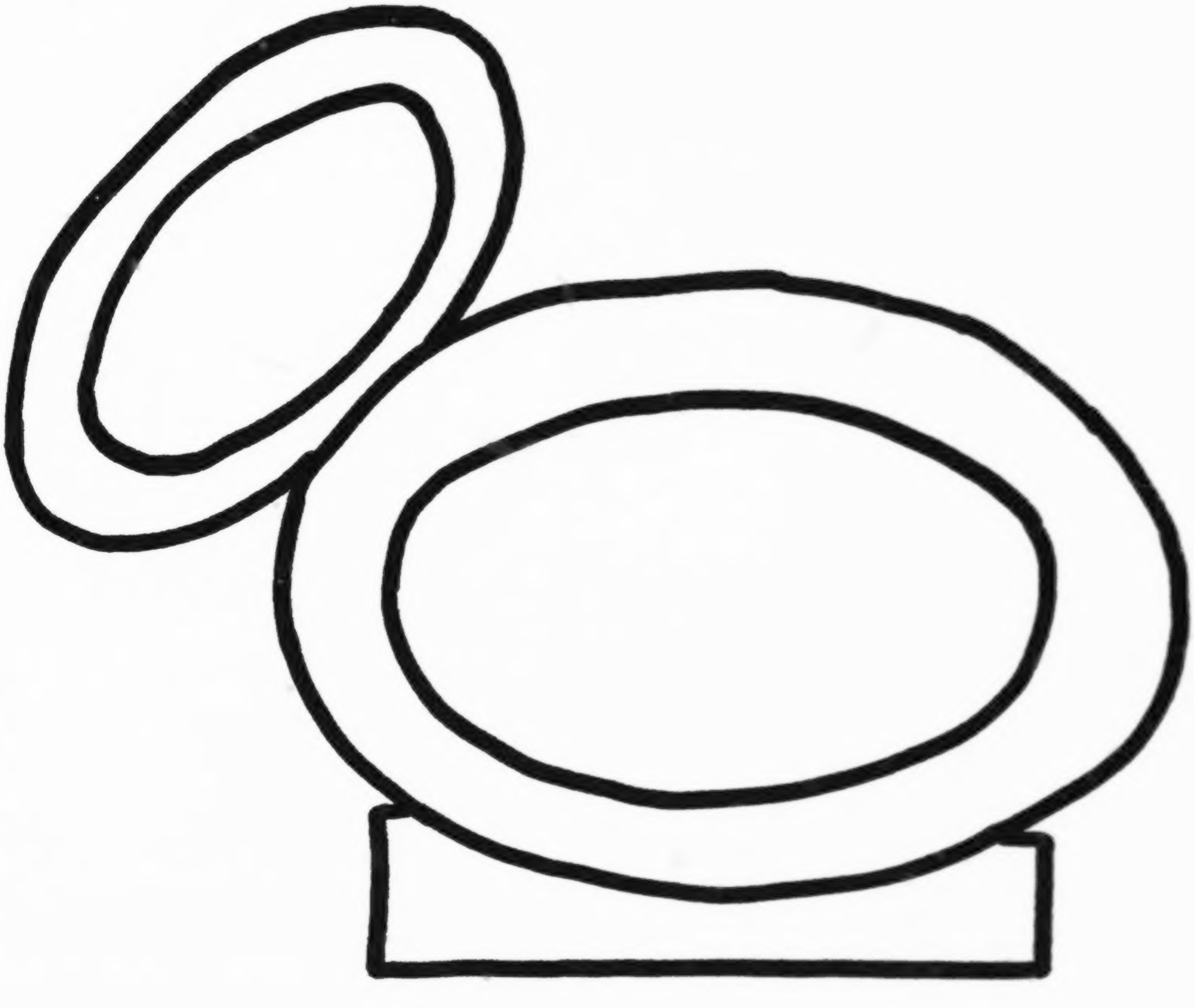


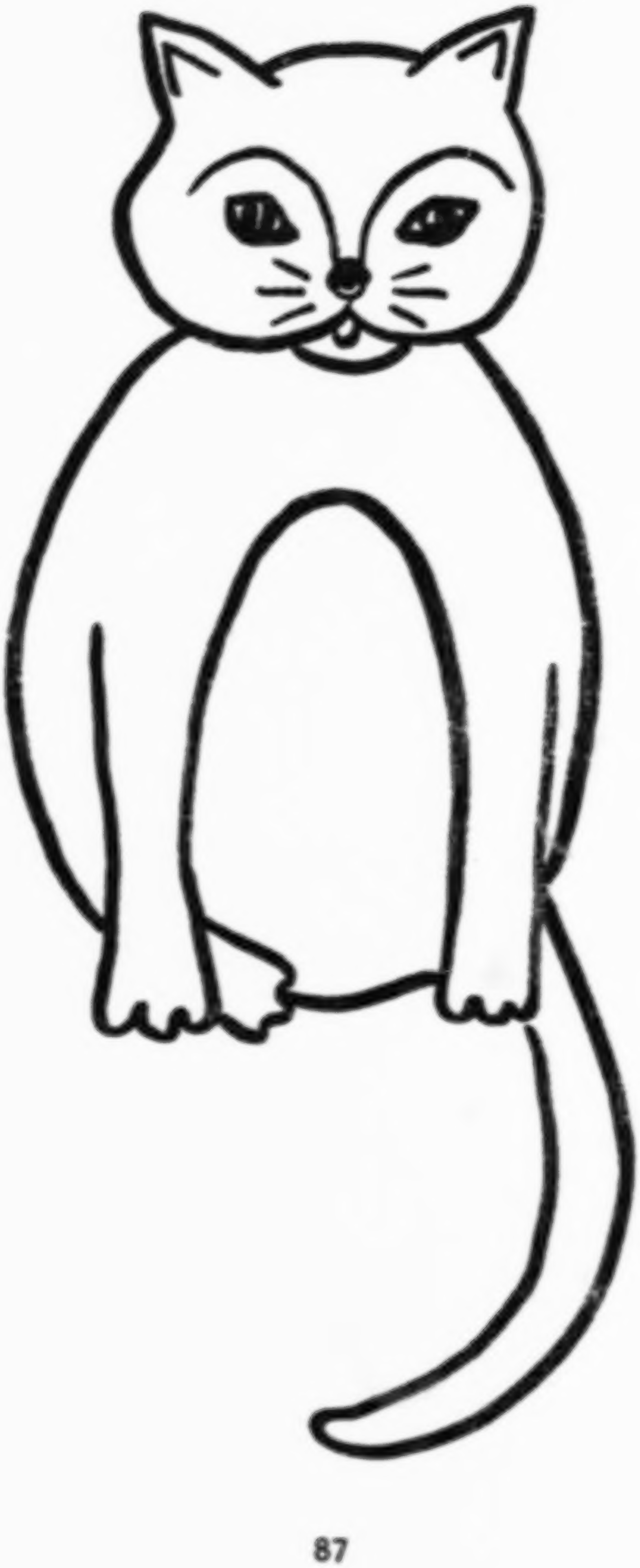


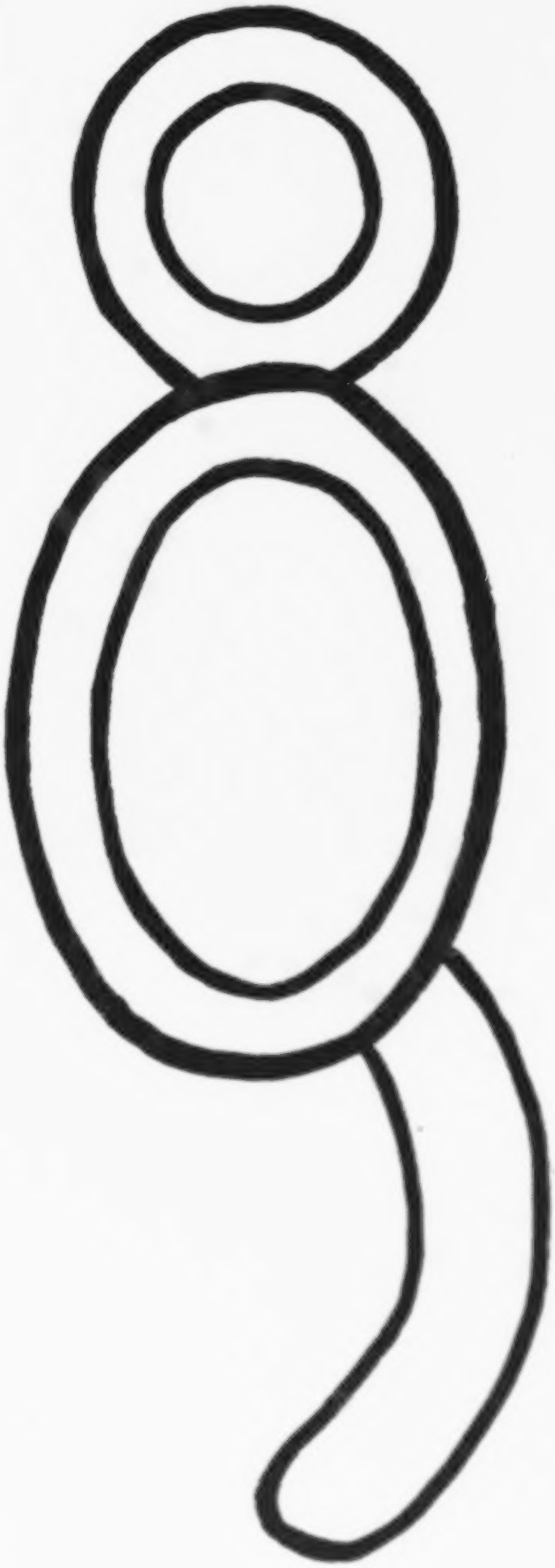












Individual selection of language responses for goal accomplishment.

individual goals accomplished with newly-learned language in a responsive environment that reinforces correct selections and extinguishes error.

NEW MEXICO (Navaho Indian Reservation):	
Mr. James Cleveland, Department Head Academics, Lower Elementary, Crown Point Boarding School, Crown Point, New Mexico	Supervisor
Mrs. Ina Mae Ance, Crown Point Boarding School, Crown Point	Teacher
Mrs. Sandrea Timm, Crown Point Boarding School, Crown Point	Teacher
Mrs. Pat Trotter, Crown Point Boarding School, Crown Point	Teacher
NEW YORK (Board of Education of the City of New York):	
Dr. William H. Bristow, Assistant Superintendent, Director, Bureau of Curriculum Research, Board of Education of the City of New York	Supervisor
Mrs. Clelia Belfrom, Bureau of Curriculum Research	Supervisor
Mrs. Evelyn Kleban, Bureau of Curriculum Research	Supervisor
Mrs. Dora Pantell, Bureau of Curriculum Research	Supervisor
Mrs. Elsie Wolk, Bureau of Curriculum Research	Supervisor
Mrs. Ethel Singer, Alfred E. Smith School (P.S.#163)	Teacher
Mrs. Arthur Young, Alfred E. Smith School (P.S.#163)	Teacher
NEW YORK, NEW YORK:	
Mr. Aleck Forbes, Director, United Nations International School	Supervisor
Miss Ruth Aronson, United Nations International School	Teacher
Sister M. Aemilia O.P., Corpus Christi School	Teacher
NIGERIA (Western Region:	
Mr. Richard Port, Comprehensive High School, Abeokuta, Nigeria (Western Region)	Supervisor
Mrs. Antonette Port, Comprehensive High School, Abeokuta	Supervisor
Mrs. M. B. Andu, Ansar-U-Deen School, Aiyetoro	Teacher
Miss F. M. Shote, Ansar-U-Deen School, Aiyetoro	Teacher
PERU:	
Mother Muriel Heide, Escuela Normal Central de Mujeres de Monterrico, Lima, Peru	Supervisor
Mrs. Sabra Chavez, Escuela Normal Central de Mujeres de Monterrico, Lima	Supervisor
Miss Tania Martinic, Escuela Normal Central de Mujeres de Monterrico, Lima	Teacher
Miss Edith Zamudio, Escuela Normal Central de Mujeres de Monterrico, Lima	Teacher
PUERTO RICO:	
Dr. Adela Mendez, Dept. of Education, Hato Rey, Puerto Rico	Director of English
Miss C. Virginia Matters, Dept. of Education, Hato Rey	General Supervisor
Mrs. Celia Cestero, Loiza	Supervisor
Mrs. Maria de L. Flores, Las Piedras	Supervisor
Mrs. Rafaela Sanchez, Vega Alta	Supervisor
Mrs. Sara Rose, Juncos	Supervisor
Mrs. Josefina Cosme, Vega Alta	Teacher
Mrs. Olga Davila, Las Piedras	Teacher
Mrs. Nydia Delfaus, Juncos	Teacher
Mrs. Maria Josefa del Valle, Loiza	Teacher

SAIPAN:	
Mrs. Jan Prins, U.S. Trust Territory, Saipan, Mariana Islands	Supervisor
TEXAS:	
Mrs. Virginia Bond, Danforth Elementary School, Texas City, Texas	Teacher
Mrs. Novella Cardin, Danforth Elementary School, Texas City	Teacher
Mrs. Pauline Gray, Heights Elementary School, Texas City	Teacher

The following is a condensed sample of feedback forms sent to the cooperating teachers.

Questionnaire No. 1

Teaching Units 1-9

I. Vocabulary

1. Did the pupils have difficulty with the bed/bird contrast? ____________
2. Which vocabulary items were most difficult for your pupils?
   a. in meaning ____________
   b. in pronunciation ____________

II. Structure

1. Were the pupils able to make the take/give contrast? __
2. Which patterns were most difficult for your pupils? ___ Why? ____________
3. Was pattern No. 8 too long for them? ____________

III. General Comments

Questionnaire No. 2

Teaching Units 10-18

I. Vocabulary

1. Did you have any problems with the color contrasts? ___
2. What pronunciation difficulties are your pupils having?
3. Are number concepts clearly understood at this stage in your class?

II. Structure

1. What problems did you have in teaching the singular/plural contrast?
2. What teaching problems did you have in trying to teach the joining of phrases with 'and'?
3. A/the contrast.

III. General Comments

Questionnaire No. 3

Teaching Units 19-27

I. Vocabulary

1. What were your experiences in trying to teach the get/show distinction?
2. How well do you think the pupils understand the meaning of the word 'need'? Any examples?
3. What pronunciation difficulties are you having at this stage?
4. Are your pupils imitating your pronunciation reasonably accurately? Do you think they need special treatment of any sounds? Which ones?

II. Structure

1. Please relate your experiences in teaching the I/we/you/-they contrasts.
2. Any difficulty with plurals now (any problem with /əz/vs/z/ final)?

III. General Comments

Questionnaire No. 4

Teaching Units 28-36

I. Vocabulary

1. Any problem with the big/little contrast? __________
2. What pronunciation difficulties did you meet in these units?
    a. individual sounds __________
    b. Sound clusters (e.g. /+l/) ________

II. Structure

1. Did you have any difficulty with the need/needs contrast? ____________
2. He/She ____________
3. I/you/He/She ____________
4. To the left/ to the right/forward/back __________

III. General Comments

SPECIAL
FEEDBACK REPORT NO. 1

Presentations and Communication Activities

1. How many groups of four do you have? ____
2. Does the membership of each group remain the same? ____
3. Do you find that the pupils follow the requirements of the Activity closely (e.g., do they conceal picture cards from the pupils they are speaking to), or do they tend to use "short-cuts" to accomplish the goal of the Activity, eliminating some of the language practice?
4. Were you able to go through the following Presentations without difficulty?

	Yes	No
Presentation #1	___	___
Presentation #2	___	___
Presentation #3	___	___
Presentation #4	___	___
Presentation #5	___	___

If your response to any of the above is No, please indicate how the Presentation could be improved:

5. Were you able to get pupils to do the following Communication Activities without your constant direction?

	Yes	No
Activity #1	___	___
Activity #2	___	___
Activity #3	___	___
Activity #4	___	___
Activity #5	___	___

If your response to any of the above is No, please indicate how the Activity could be improved:

6. Were you able to get all of the groups to work simultaneously on any or all of the Activities?

Signed_________________________
School_________________________
Grade _________________________

The materials being developed represent an addition to the usual practice procedures employed by teachers. This additional feature represents the major contribution of the project in enabling language practice to operate in situations which require real communication through language, to take place between individuals and groups. The ability to communicate in these situations will show the extent to which language skills have been learned so that they can be employed to communicate.

Evaluation of the Communicating Activities As An Effective Addition to Language Practice Procedures:

A primary feature of the evaluation of the materials will be a determination on whether or not the Communication Activities operate efficiently, as designed, in classroom situations defined in terms of the over-all aims of the project, i.e. use of the materials by low-level teachers working in difficult circumstances with pupils of differing cultural and linguistic backgrounds, etc.

Evaluation of this type is incorporated in the feedback arrangements during the tryouts of the materials in different parts of the world. Skilled observers will report on the success or failure of aspects such as the mechanics of operation, teacher burden, pupil involvement, interest, etc.

Evaluation of the Materials As Being Effective in Learning English:

(Assumption: The learning of English involves an ability to manipulate symbols in a way reflective of and consonant with a situation and also to communicate information, needs, etc. not otherwise deducible from the responder's situation.)

Evaluation of this type requires a series of tests to examine the over-all effectiveness of the program stated in terms of the learning goals of the materials. Such a series of tests is built into the materials in that the cumulative nature of the language communication tasks involved at any one stage, depends upon the skills developed in previous units and the ability to communicate at that level indicates the successful acquisition of language communication skills up to that point in the program. The selected communicating activities at various stages in the program can be used with a control group to determine the extent to which the program has been effective for the control group. The Communication Activities are themselves both practice and testing units and they constitute the new and additional contribution of the project to language learning materials.

The feedback procedures incorporated into the tryout program will evaluate this aspect of the materials. Ability to communicate and perform the activities at any level will demonstrate the pupil's having learned the communication skills incorporated in the program up to that point.

See Appendix I, Part 1, Part 2, Part 3 and Part 4 (especially Communication Activities 1-125) and examine every tenth Unit for detail on this aspect of the feedback design for checking pupil progress.

Results obtained from both the Observation Reports and the Cumulative Testing Units will not provide quantitative measurements of the effectiveness of the materials. It is submitted, however, that such measurements are not required at this stage of the development of the materials. The results will provide information which may lead to re-writing or re-design of the materials, i.e. they will make an assessment of whether or not the materials "work" in the classroom, and this is the purpose of constructing an experimental design at the early stage of the project.

The materials contain innovations of broad scope in language content and in teaching procedure. It became necessary therefore to construct an experimental design which could be used to evaluate the materials while they were being produced. Evaluation is concerned with the over-all materials design, the language content, the rate of language progression, comprehension of instructions by teachers, and use of the pedagogical innovations by both teachers and pupils. The results of evaluation by teachers and observers are used to improve the content of the materials and their design. The results of cumulative testing units are used to evaluate pupil progress. To this end, feedback from tryout centers was of two types:

1. Observation Reports by Teachers Using the Materials.

Questionnaires sent out from the TESL Project to teachers using the materials to obtain general impressions of the teachers on the use of the materials in the classroom and particular information on specific teaching problems related to the materials.

2. Cumulative Testing Units.

Each tryout center has a supervisor who assists teachers at the center, arranges distribution of the materials and generally supervises the operation of the center. It is proposed that the supervisor, after each nine teaching units of the program, administer a test to each class using the materials at the center. One teaching unit is given each day and thus a testing unit would occur at the end of each two weeks.

Each testing unit should be constructed according to the following requirements:

(a) each unit should contain, as far as possible, all structural and semantic contrasts which have been taught in the previous nine teaching units. It should contain no new vocabulary--either content or structure words, and it should contain no new combinations of known vocabulary.

(b) language responses must be elicited by nonlinguistic contextual cues and mechanical cue devices which have already been learned by the pupils. To ensure that mistakes made in language are not due to a misunderstanding of the cues, those cues which are used in the testing units should not have been newly introduced in the five teaching units which immediately precede the testing unit.

(c) the framework and format of the language activity, i.e. the game to be played, its rules and procedures, should be known to the pupil.

Each testing unit should contain the following:

(a) Instructions for the teacher setting out the presentation and drill of the sentence pattern, vocabulary and objects to be used during the test, and the activity or game to be played during the test.

(b) A set of observation notes for supervisors who are to assess the performance of pupils in the testing unit. These notes should be set out:

- (i) the procedural aspects to be noted in both the presentation and the activity.
- (ii) the language points being tested.
- (iii) criteria for judging the degree of communication that took place between speaker and hearer.
- (iv) criteria for determining the linguistic accuracy of the responses elicited.
- (v) directions for entering assessments on the marking sheet.

(c) A marking sheet for supervisors.

Observation Notes for Supervisors

These observation notes are to be used as guides for supervisors who are assessing the performance of pupils in the cumulative testing units. Each supervisor is expected to observe both the Presentation and the Activity. Mark sheets are provided for both parts of the test. In the Presentation part of the test the supervisor will observe the responses of the class as a whole. Comments must therefore be of a general nature. In the Activity the supervisor is asked to concentrate his attention on two groups in the class. (Each class is divided into small groups of 4 pupils.) Attention in this part of the test may then be focused on individuals within the group. As the nature of the activity in the testing unit is such that each pupil will have several opportunities to both make up and say sentences and hear and act on sentences spoken by other pupils, the supervisor will have ample time to observe pupils individually.

Test Unit No. 1

Observation Notes for Supervisors

Presentation:

1. Making the Shapee Objects:

In the teaching units the teacher holds up the shapee object to be made and then says: "Make a ___." In these testing units the finished object is not held up. The teacher simply says: "Make a __." In the space provided on the marking sheet you should note how many, if any, pupils made mistakes in making the objects. You may be able to note some of the actual mistakes--size, color, etc.

2. Imitation of Phrases:
Your comments should be on--immediacy of response--by all pupils or only some--grouping of words as a coherent unit or words uttered as separate units--imitation of 'a' as /ə/.

3. Imitation of Complete Sentences:
Comments as for phrases + some comments on how the pupils handle the length of the sentences.

4. Carrying Out Instructions:
How was this done; immediately, hesitantly, any mistakes should be noted.

5. General Comments:
On how the presentation flowed as a complete unit. Any hold-ups; interest and attention of the pupils; role of the teacher in explaining.

Activity:

1. Word Order:
Note what each pupil says for order of words in the sentence. Place a tick (✓) in the square for each phrase or complete sentence spoken accurately. If possible note the actual mistakes made. If a mistake in word order is made place a cross (X) in the square.

2. Take/Give me Contrast.
Note whether or not pupil makes the appropriate selection according to what either he or his teammate needs. Use a tick or cross. Note that you are to mark for both saying and hearing responses.

3. Vocabulary Contrasts:
Note the appropriate selection of content vocabulary according to the picture card selected.

4. General Comments:
Notes may be made on the following:
1) Whether or not the game proceeded smoothly without assistance from the teacher. (Note any assistance the teacher had to give.)
2) Whether or not communication was complete through language--sometimes teammates are able to see the picture cards of objects required. This obviously prevents communication through language alone which is the aim of the exercise. Note where and how communication through language broke down--did the speaker show the card, point to the object, take the object himself, etc.
3) Any general comment of the reaction of pupils to the game--their interest and concentration--when did they become tired of playing? Did they keep scores and the idea of team competition?

(WORKING SHEETS FOR SUPERVISORS)

Test Unit No. 1

Supervisor's Mark Sheet

Presentation

1. Making shapee objects:

a red bed:
a red house:
a blue bed:
a blue house:
a red bird:
a red boy:
a blue bird:
a blue boy:

2. Imitation of phrases:

3. Imitation of complete sentences:

4. Carrying out instructions:

5. General Comments:

Test Unit No. 1
Supervisor's Mark Sheet
Activity

	Group 1				Group 2			
Pupil No.	1	2	3	4	1	2	3	4
1. Word order (complete sentence)								
2. Word order (phrase 1)								
3. Word order (phrase 2)								
4. Take/Give me (saying)								
5. Take/Give me (hearing)								
6. red/blue								
7. bed/house								
8. bird/boy								

General Comments:

Test Unit No. 2
Observation Notes for Supervisors

Presentation:

(See comments for Test Unit No. 1.)
You may also note the accuracy in imitation of plural forms.

Activity:

1. Word Order:
   See notes for Test Unit No. 1.

2. /Z/ Final Plural:
   Comment only on whether or not the /Z/ sound was made correctly. Use tick or cross.

3. /Z/-/ / Contrast:
   Note whether the singular-plural contrast was made at the appropriate time.

4. Vocabulary Contrasts:
   (See Test Unit No. 1)

5. General Comments:
   (See Test Unit No. 1)

Test Unit No. 2
Supervisor's Mark Sheet
Presentation

1. Making shapee objects:

   a big green tree:
   a little green tree:
   a big yellow dog:
   a little yellow dog:
   a little yellow tree:
   a little green dog:

2. Imitation of complete pattern:

3. Carrying out the instructions:

Test Unit No. 2
Supervisor's Mark Sheet
Activity

1. Word order
2. /Z/ final plural
3. /Z/-/ / contrast
4. big/little
5. green/yellow
6. tree/dog

General Comments:

Test Unit No. 3
Observation Notes for Supervisors

Presentation:

(See comments for Test Unit No. 1)

In this unit you are asked to make some special comment on the pronunciation of the pupils. Pay particular attention to the following:

(i) vowels: [iː] [ɛ] [uː]

(ii) consonants: [θ] [b] [t] [d]

Note any confusions or obvious mistakes that you hear. Listen for mistakes such as /tri: tri:z/ instead of /θri: tri:z/. As most of the drill work in the Presentation will be in chorus you will have to spot check those pupils who are sitting near you.

Activity:

(See notes for Units 1 and 2)

Pay particular attention to the I/You contrast. This will operate in the same way as the Take/Give me contrast of Unit 1.

Test Unit No. 3
Supervisor's Mark Sheet
Presentation

1. Making shapee objects:
    - a red bed:
    - a big red tree:
    - a big red dog:
2. Imitation of phrases:
    - (a) word order:
    - (b) pronunciation:
3. Imitation of Complete Sentences:
    - (a) word order:
    - (b) pronunciation:
4. Carrying out instructions:
5. General Comments:

Test Unit No. 3
Supervisor's Mark Sheet
Activity

	Group 1				Group 2			
Pupil No.	1	2	3	4	1	2	3	4
1. Word order (complete sentence)								
2. Word order (phrase 1)								
3. Word order (phrase 2)								
4. / / final plural								
5. / /-/ / contrast								

6. I/you
7. a/two/three/four
8. bed/tree
9. ball/dog

General Comments:

Test Unit No. 4
Observation Notes for Supervisor

Presentation:
See notes for previous Test Units.

Activity:
See notes for previous Test Units.

Test Unit No. 4
Supervisor's Mark Sheet
Presentation

1. Making the shapee object:
    - a red car:
    - a blue car:
    - a green car:
    - a yellow car:
2. Carrying out instructions:
3. Drill of pattern from call words:
4. General Comments:

Test Unit No. 4
Supervisor's Mark Sheet
Activity

1. Word order
2. / / final plural
3. / /-/ / contrast
4. red/blue/green/yellow
5. one/two/three/four
6. forward/back

General Comments:

A minor part of the program, reading tryouts proceeded in the earliest stages of the project along lines of cue and response with one pupil presenting a cue and another responding. The pupil who presented the cue also provided the positive reinforcement for correct responses and the negative reinforcement for errors. Cards consisted of a printed cue on the side exposed to the responding pupil and a picture on the side exposed to the pupil who was cueing. The responding pupil pointed to one of two pictures in front of him in the first instance, later more than two, but not more than five. If the picture he pointed to corresponded to the one that the cueing pupil saw on his side of the card, he presented the card, picture up on top of the card, that the responding pupil had pointed to. This was done after a presentation in which the pupil learned what the word was. In the activity itself, he did not again repeat the word, but simply pointed to the picture which illustrated the meaning. Kindergarten children previously not exposed to reading, but who knew the words that were being presented orally, were able to proceed independently of each other at their own rates of speed in a class of 15.

Follow-up development is being built into the productive work of the Hawaii Curriculum Center.

In another class, two years later, again in the Agnes Russell Center, Teachers College, Columbia University, reading instruction was begun with a series of request cards designed to make the pupils respond physically. The series was: "Walk" "Stop" "Run" "Stand up" "Sit down" "Hop" "Skip" "Jump." These were taught two or three at a time in the following stages. First, the teacher gave the oral request (demonstrating if necessary) and the pupils performed the corresponding action. Second, the teacher gave the request orally and showed a card with the same request in print form. The pupils performed the requested activity. Third, only the card with the printed request was shown as a cue to elicit the pupils' action responses. Once the pupils reached the third stage with all eight items, they practiced individually and in small groups, inside the class and outside during play period, responding to series of three and four requests. In some instances cards were used with drawings which showed the action on the reverse side of the written request. With these, the teaching pupil was readily able to evaluate the response correctly without being unduly influenced by erroneous responses.

Stand up.

Side facing pupil who is to perform the action.

(Picture of standing-up just away from chair)

Side facing pupil who is to serve as a cue giver, or teacher.

The next step was to introduce the words which the pupils already knew from exposure to the TESL materials. Pictures were placed around the classroom with the corresponding printed word underneath.

(picture of car)	(picture of house)	(picture of ball)
a car	a house	a ball

By this means, a series of eight nouns from the TESL materials was introduced: a hat, a house, a ball, a tree, a fish, a bed, a bird, a car. The younger pupils who needed practice in letter discrimination worked occasionally in matching flash cards with the printed words to the same labels underneath the pictures around the classroom. They also had practice in copying words and making letters with plasticine.

These vocabulary items were also used in requests during activity periods. The requests used were: "Paint a hat; "Draw a house"; "Make a car". By means of written communication only the pupils were told what to paint, draw, or make (with clay). Each pupil had a different word which he was given and which he could copy at the bottom of his picture if he wished when he had finished drawing.

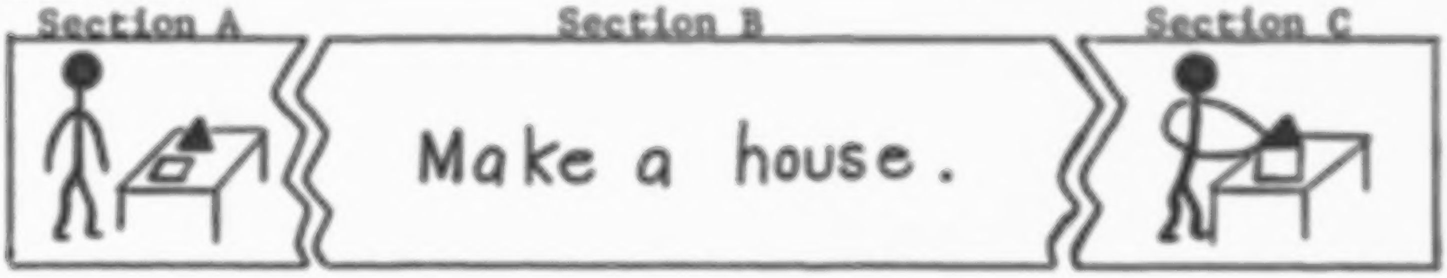
Introduction of Reading-responses Activity

This reading-response activity, developed in part according to the TESL operational definition of communication, follows a procedure similar to that of TESL oral communication activities in which overt responses are elicited through pupils' selection of oral messages. In the reading-response activity the overt responses are elicited through the pupil's selection of pre-printed messages.

The patterns taught in the reading activity and the order of their introduction can be the same as in the TESL oral communication activities. The materials used in these tryouts were:

a. the TESL shapes.
b. a set of heavy card puzzles with visual cue and printed message.

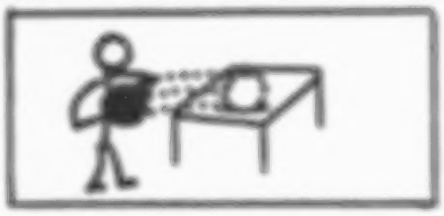
The card puzzles were designed in 3 parts with unique designs for each cut:



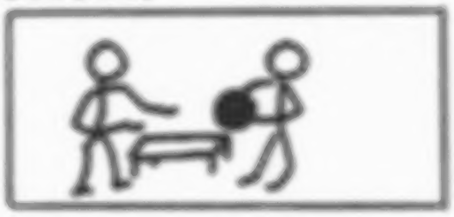
Eight to twelve such cards with different cues and words are necessary for each group. The activity proceeds in the following way: Pupil #1 takes a card from an unexposed pile made up of only A sections. He looks at it without letting anyone else see it, then picks the card containing the corresponding written message from all of the face-up B sections. He gives or sends the B section to Pupil #2 who performs the action and then chooses the card which shows the action that he performed from a group of exposed Section C pieces. Pupils #1 and #2 then take the three sections used and attempt to fit them together. If the whole puzzle fits together, then both pupils have responded correctly. If Pupil #1 made a mistake, then his Section A will not join the Section B which he chose. If Pupil #2 made a mistake, then his Section C (representing his response) will not fit the other end of Section B. The two participating pupils' responses are in this way separately reinforced positively or negatively as may be appropriate.

When the activity used formulas requiring a lengthy physical response as in the case of "Make seven hats," the pace of the game slowed down greatly. It was decided that for the teaching of numbers, the shapee objects should be already assembled and the pattern "Take seven hats" or "Give me seven hats" should be used. This would lessen the time necessary for a pupil to carry out the request given him and would speed up the activity increasing the number of responses.

A further problem arose from the occasional misinterpretation of the visual cues. If a pupil interpreted a visual cue as "Make a hat" when the visual cue was meant to be interpreted as "Take a hat," then the resulting mistake is not one caused by misreading. The activity, however, would break down anyway. The solution used in the project tryouts was to make certain that the visual cues were clear and that the pupils knew what pattern the cues represented. "Take a ball," and "Give me a ball," for example, must be distinct with the visual cue for each clearly understood by the pupils. Discrimination must be practiced.



"Take a ball."



"Give me a ball."

Maintaining the interest of the two pupils in each group who were waiting for their turn was also a problem, especially when th the pace slowed down. The above mentioned solution for keeping the overt responses as uncomplicated as possible by using a pattern requiring less activity proved to be helpful. Another possibility would be to work in dyads rather than in the established groups of four. In this arrangement, two messages are given simultaneously in each group of four and the partners at each table may compete as in many of the oral activities. In this arrangement pupils #1 and #3 each give a message to their respective partners, #2 and #4, who respond, and then check their responses with their respective partners. Each child is fully involved and there is little or no waiting. Another possible solution to this problem is to have one of the four pupils at the table act as score-keeper and to have another act as a judge to ascertain whether the puzzle fits together appropriately and whether the communicators should be judged successful. The pupils can then rotate around the table.

Subsequent work in all language arts activities is emphasizing the triad with (1) teacher, presenter, cuer, or guide; (2) pupils, receiver, performer, or follower; and (3) judge, evaluator, scorekeeper, observer-mediator, and/or resource person.

The method for looking into writing materials development is divided into two parts--that for handwriting and that for beginning the writing of sentences. The second has not been developed but only tried out within the framework of the TESL project. It follows the pattern established in Ananse Tales: A Course in Controlled Composition and in seven other texts now about to become commercially available.

HANDWRITING

There is considerable usefulness for programed materials for the teaching of cursive handwriting to speakers of other languages, particularly those with non-Latin alphabets.

Such materials should provide a learning situation which is widely applicable and flexible, allowing the teacher to work with an entire class all together and, alternatively, allowing an individual student to progress at his own rate. Such materials should allow individual pupils to evaluate their own work or that of their classmates in small groups of two or more. The materials should also provide for additional practice where necessary.

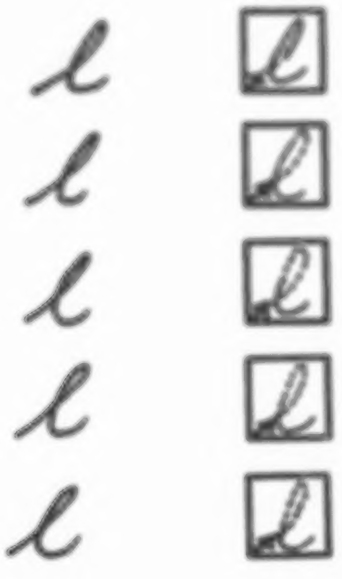
A prototype of the materials presented here was successfully used with children who had not previously worked with Latin alphabet handwriting. Goals were presented in readily accomplished steps with opportunities for self-checking. The letters are grouped according to similarities in formation (first the simple loops l and e, then the l-like loops with additions).

The following is an example of procedure with a reduced part of the first exercise. Section I uses dotted lines as guides. Section II requires complete reproduction of a model without an arrow and with only partial dotted guides or no dotted guides. First the letter appears alone, then in context of words or sentences. This section also comprises the Review section in subsequent exercises.

SECTION I. FORMING THE LETTER

A. Teacher. This is the letter "l". We will do the "l" exercise.
(Use the blackboard for demonstration.)
Start at the arrow (↗).
(Check to see that pencil points are on the arrow.)
Follow the dotted part of the line with your pencil.
(Illustrate each example.)
Look at the model in the box. Does your "l" look like the model?

B. Pupils' Page.

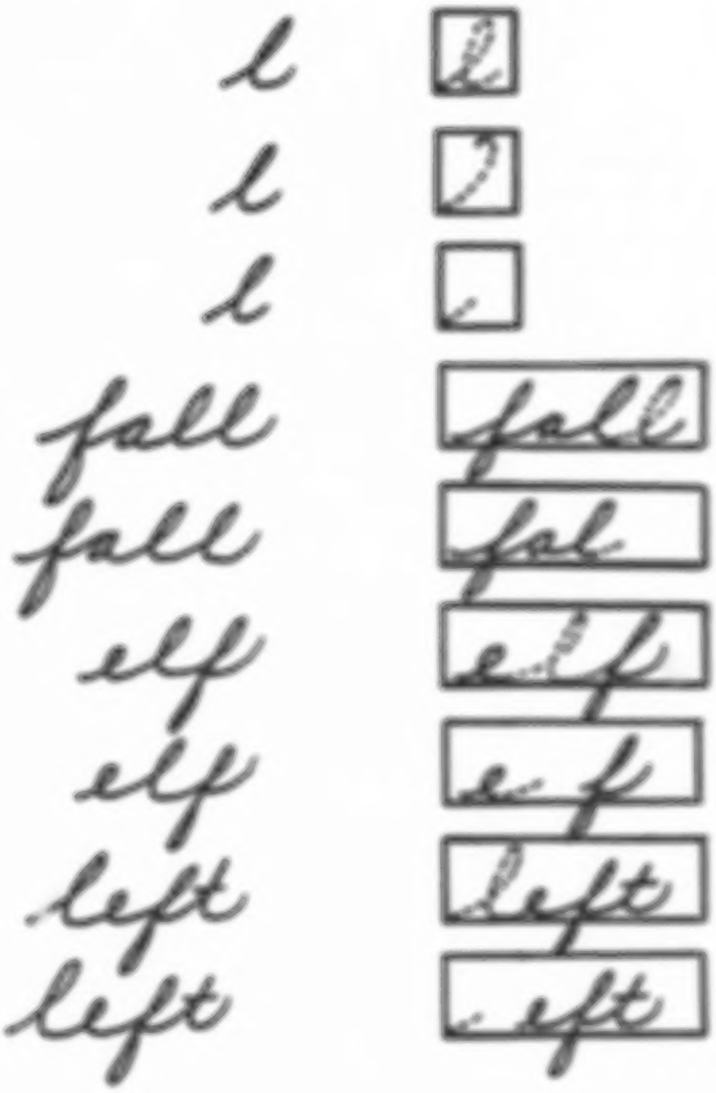


SECTION II. PRACTICE

A. Teacher. Look at the model "l". Now make one in the box next to it. Look at your "l". Does it look like the model?

(Illustrate each example with the separate letter "l" and with the words, indicating that the dots are only a beginning guide and that the letter must be completed beyond the end of the dots.)

B. Pupils' Page.



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NOTE: Teacher gives the same instructions as illustrated on the preceding pages for Sections A, "Forming the Letter," and B, "Practice," for all the letters that remain.

I.

e	e
e	e
e	e
e	e
e	e

II.

e	e
e	
e	
me	me
me	m
left	left
left	l ft
elf	elf
elf	lf
left	left
left	eft
left	left
left	ft
elf	elf
elf	f

F

I.

f f

f f

f f

f f

f f

II.

f f

f f

f

elf elf

elf el

left left

left le t

fall fall

fall all

left left

left l t

elf elf

elf f

elf elf

elf

Guided Writing

The role of these writing materials, related to the first one hundred patterns of the TESL presentation and communication activities, is to build up student proficiency in writing correctly by providing controlled writing practice in the early stages of language learning.

The students are asked to make changes on existing models through a series of graded steps. The beginning student is lead from copying to substituting to expansion and finally to expressing his own thoughts in original sentences. The emphasis in Part I, included here, is on forming correct English sentences. No grammatical term is used except the word "sentence." The directions are worded in such a way as to make the student aware that through the changes he is asked to make he is actually writing a new sentence. In Part II the student is lead away from the single sentence and towards grouping sentences together to form paragraphs.

It is intended that students should work through these materials at their individually appropriate rate of speed. Students should keep all work together in a notebook or folder. If an error is made, the student should not go on to the next step, but should repeat the step he has written incorrectly using a different model. For example, the student should begin with step #1 on model #1 and proceed to step #2 on model #2 only if he has written step #1 correctly. If the student is not able to do step #1 without an error, he should not be allowed to go on to step #2, that is, he should repeat step #1 on model #2. Whether he goes on to the next step or repeats the same step, he should use a new model each time.

The teacher's role in this program is that of a guide. He should allow the students to work individually after #1. Some students will make fewer errors and will move more rapidly through the steps than others. The teacher should correct quickly and indicate on the students' papers which step and which model the students should do next (see chart). If it is obvious that a student has not understood the directions for a particular step, the teacher should try to give the student examples of what he should do. It is usually better to make use of analogy rather than to give long grammatical explanations at this stage.

These marks "______" are used in the models to show where students should add words or phrases. They should not be copied by the student when using the models.

Each of the segments (Models) in the following section is a separate page in the student's book.

BREAKDOWN OF STEPS IN WRITING

Step #1	Copy formation of letters word spacing spelling capitalization punctuation
2-3	Copy with substitutions
4	Gender changes
5-8	Number changes pronouns verb agreement
9	Negatives
10-11	Adding adjectives and adverbs
12	Combining sentences (compound)
13	Adding prepositional phrases
14	Adding an original sentence to a given model

MODEL # 1

We saw a fish in the water.
  ^

1. Copy.
2. Make a new sentence. Take fish out and put snail in.
9. Make a new sentence. Find this mark ^ . Put didn't in. Take saw out. What will you put in?

MODEL # 2

We tried to catch it with our hands.

1. Copy.
2. Make a new sentence. Take tried out and put wanted in.
6. Make a new sentence. Take We out and put I in. Take our out. What will you put in?

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MODEL # 3

It was too fast for us.

1. Copy.
2. Make a new sentence. Take It out and put The fish in.
3. Make a new sentence. Take It out and put The fish in; and take us out and put me in.

MODEL # 4

My brother made a trap.

1. Copy.
2. Make a new sentence. Take brother out and put father in.
3. Make a new sentence. Take brother out and put uncle in; and take trap out and put net in.

MODEL # 5

He made the trap with sticks and string.

1. Copy.
2. Make a new sentence. Take He out and put We in.
3. Make a new sentence. Take He out and put We in; and take trap out and put net in.

MODEL # 6

We put the trap in the water.

1. Copy.
2. Make a new sentence. Take trap out and put net in.
3. Make a new sentence. Take We out and put They in; and take in out and put into in.

MODEL # 7

A ________ fish swam into our trap.

3. Make a new sentence. Take fish out and put frog in; and take into out and put near in.

10. Make a new sentence. Put a new word where the line is.

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MODEL # 8

We ^ took the ________ trap out of the water.

9. Make a new sentence. Find this mark ^ and put didn't in. Take took out. What will you put in?

10. Make a new sentence. Put a new word where the line is.

MODEL # 9

Then, we made a fire ^.

13. Make a new sentence. Find this mark ^ . Put in with and word. What word will you put in?

MODEL #10

We cooked our ________ fish ^ and ate it _________.

6. Make a new sentence. Take We out and put I in. Take our out. What will you put in?

11. Make a new sentence. Put new words where the lines are.

13. Make a new sentence. Find this mark ^ . Put in over the and another new word. What word will you put in?

MODEL #11

The tall tree was old.

7. Make a new sentence. Take tree out and put trees in. Take was out. What will you put in?

MODEL #12

The wind was very strong.

7. Make a new sentence. Take wind out and put winds in. Take was out. What will you put in?

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MODEL #13

I saw lightning∧.

13. Make a new sentence. Find this mark ∧ . Put in in the and another new word. What word will you put in?

MODEL #14

I∧ heard thunder.

9. Make a new sentence. Find this mark ∧ and put didn't in. Take heard out. What will you put in?

MODEL #15

The old tree∧ fell.

9. Make a new sentence. Find this mark ∧ and put didn't in. Take fell out. What will you put in?

MODEL #16

Our new baby has a little nose and a little ________ mouth. She has _______ brown eyes and brown hair.

4. Make new sentences. Take new baby out and put baby brother in. Take She out. What will you put in?

11. Make new sentences. Put new words where the lines are.

MODEL #17

Her hands and feet are little, too. She cries when she is hungry.

4. Make new sentences. Take Her out and put His in. Take she out. What will you put in?

7. Make new sentences. Take Her out and put Their in. Take she out and put they in. Take is out. What will you put in?

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MODEL #18

We have a ______ river near our town. The water ^ is clean and cool.

10. Make new sentences. Put a new word where the line is.

13. Make new sentences. Find this mark ^ . Put in in the and another new word. What word will you put in?

MODEL #19

The people in my town take water from this river. They drink it.

12. Make these two sentences into one. Take . out and put and in.

MODEL #20

I wash my clothes in it. I sail boats on it.

5. Make new sentences. Take I out and put We in. Take my out. What will you put in?

12. Make these two sentences into one. Take . out and put and in.

MODEL #21

My mother makes a fire. She cooks our food on it.

4. Make new sentences. Take mother out and put father in. Take She out. What will you put in?

8. Make new sentences. Take a out and put two in. Take fire out. What will you put in? Take it out. What will you put in?

12. Make these two sentences into one. Take . out and put and in.

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MODEL #22

I bring sticks and old leaves to my mother. I put water in the pot.

5. Make new sentences. Take I out and put They in. Take my out. What will you put in?

MODEL #23

The fire is very hot. It makes the water ^ hot.

8. Make new sentences. Take fire out and put fires in. Take it out. What will you put in?

13. Make new sentences. Find this mark ^ . Put in in the and another new word. What word will you put in?

MODEL #24

My sister puts meat and vegetables in the pot. She puts a cover on the pot.

4. Make new sentences. Take sister out and put brother in. Take She out. What will you put in?

8. Make new sentences. Take sister out and put sisters in. Take puts out. What will you put in? Take she out. What will you put in?

MODEL #25

The food smells good. It cooks for a long time.

8. Make new sentences. Take food out and put vegetables in. Take smells out. What will you put in? Take It out. What will you put in?

MODEL #26

My teacher puts a ______ box on the table. The box has sticks and seeds in it.

7. Make new sentences. Take a out and put two in. Take box out and put boxes in. Take has out. What will you put in?

10. Make new sentences. Put a new word where the line is.

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MODEL #27

The boys and girls come to the table. They take four ______ sticks and three ________ stones from the box.

6. Make new sentences. Take The boys and girls out and put I in. Take They out. What will you put in?

11. Make new sentences. Put new words where the lines are.

12. Make these two sentences into one. Take . out and put and in.

MODEL #28

I bring the ________ sticks and _______ stone to my place. I find my arithmetic book.

5. Make new sentences. Take I out and put We in. Take my out. What will you put in?

11. Make new sentences. Put new words where the lines are.

12. Make these two sentences into one. Take . out and put and in.

MODEL #29

I saw the big bird in the tree. He was very still. I picked up a big stone. ----------------------------------.

14. Make one more sentence to complete the story.

MODEL #30

The basket of rice was heavy. My sister put it down. The goat --.

14. Finish the sentence to complete the story.

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MODEL #31

The window near my desk was open. The wind began to blow. --.

14. Make one more sentence to complete the story.

MODEL #32

She had four eggs in her basket. She didn't see the big stone on the road. --.

14. Make one more sentence to complete the story

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* * * * *

Communication Activities with written messages, though indicated as a possible development in the project prospectus, were used and developed more in early materials development classes under the direction of Professor Dykstra than within the project.

Meaningful message writing continues as a major undeveloped area. A gradually progressing program utilizing the concept of non-trivial message sending for purposes of extra-linguistic goal accomplishment will be a new tool of immense importance for teachers.

The description of procedure for looking at possible development of writing programs will conclude with a brief report by Neil Weintraub.

"It is possible to extend these materials into a writing reading-response activity where overt responses can be elicited through pupil-written messages. The materials are the same as in the second type of reading activity (see above description of second reading activity) with the addition of paper and pencils.

"The activity is to be set up as follows. Pupils #1 and #3 choose separate cards from Set A without letting pupils #2 and #4 see their cards. Pupils #1 and #3 then write the appropriate message on a strip of paper and pass it to their partners, #1 to #2 and #3 to #4. Pupils #2 and #4 then respond to the message in three steps: 1) by taking, giving or making an object according to the request; 2) by finding the pre-printed message from set B which corresponds to the pupil-written message; 3) by finding the card from set C which shows the action just performed. Then, as in the reading activity, the partners check to see if the pieces of their puzzle fit together.

"Both the reading-response game and the writing-reading-response game have been used in an experimental situation. The situation was, however, without strict controls and could not provide any statistical proof of the value of these games. They were used in a classroom situation where language learning was to take place and both of these games contributed to that learning. Further experimentation and research with both the reading-response game and the writing-reading-response game will gauge more exactly their value in a program alongside the oral TESL materials."

As indicated previously, disks were used for presenting physical education activities. Recordings were developed to put into effect the physical education activities as well as the songs. Tapes were also developed to put into effect a physical education activity called "Bear Hunt" and to have rhythms to accompany practice on hours of the day, present continuous tense, and to accompany the introductory unit. Films and TV scripts were used in experimental work with teacher training for use of the TESL materials. The accompanying working script was developed for Program One in the series, "TESL for Teachers." For TV development the title of the first is "The Shapee and You," the title of the second preliminary script is "Shaping Up the TESL Way," Program Two in the series "TESL for Teachers."

TESL Sub-Project: Teacher Training

A series of programs for Educational Television was designed during the final year of the TESL Project. Two scripts have been completed, and the first of these produced at Teachers College, Columbia University, in May, 1966. These programs are meant as pilot ventures into the television medium. The remaining three programs (in the projected series of five) have been planned, and can be completed should the need arise for large scale teacher training in TESL procedures.

Title:
TESL For Teachers.

Basis of Series:
The three year (K, G1 and G2) ESL curriculum produced at the TESL Materials Development Center, Teachers College, Columbia University, under the direction of Dr. Gerald Dykstra.

Description of Series:
The series is meant to train teachers to use the TESL Presentations and Communication Activities in their classes with maximum effectiveness. This is accomplished through demonstrations which include film footage, made at TESL testing centers of experienced TESL Project teachers at work in a classroom. A model of how to organize the class into the special groupings required for the TESL procedures is given to the trainee, and he is also shown how to use the ancillary pupil materials.

Target Audience:
Elementary-school teachers of varied language, cultural and

educational backgrounds (some trained in ELS methodology, many untrained or poorly trained), with little opportunity for contact with current and pedagogical developments, but who are about to commence using the highly innovative TESL Project materials in their classrooms.

Series Presentation:

The five program series is planned for presentation over five consecutive school days (during school hours), immediately preceding the teachers' use of the TESL materials. The following would be a suggested schedule:

	Mon	Tue	Wed	Thurs	Fri	Mon
8:30 am	I	II	III	IV	V	
3:00 pm		I	II	III	IV	V

The staggered arrangement of showings would provide a teacher who had missed a program with a chance to see it the next day, or would allow for a second viewing for those teachers who need it. The programs run fifteen minutes each.

Titles and Description of Programs:

1) THE SHAPEE AND YOU: (Pilot produced at Teachers College, May 1966, script attached) Deals with equipment and materials of the TESL Project.

2) SHAPING UP THE TESL WAY: (Script attached) Organizing the classroom: Groups of four and teams of two.

3) TESL SHAPES AND SYMBOLS: (Projected) Interprets the basic procedures of the Presentations and Communication Activities contained in the teacher's book and explains the symbols and diagrams used in it.

4) THE SHAPE OF THINGS TO COME, I: (Projected) A run-through of a typical Unit, with comments. This program will be essentially an edited version of a 1/2 hour film made at the TESL Project testing center in Mississippi. The film is a straight record of TESL Project Presentations and Communication Activities. It will be cut down to 10 minutes. Five minutes will be allowed for commentary and explanation.

5) THE SHAPE OF THINGS TO COME, II: (Projected) The purpose of this program, which will show TESL Project teachers in action around the world, is primarily to give the new TESL Project teacher a feeling of a place in the "larger scheme of things." It will demonstrate a TESL Physical Education Activity, a TESL Song, a Playlet, and a part of an advanced Communication Activity--all with comments. These demonstrations will consist of edited film footage made at various TESL Project testing centers. The footage will be edited so as to emphasize the diversity of TESL teachers and the different types of classrooms in which the materials are used. It will try to point out the "universal" nature of the materials.

Rationale for the T.V. Project:

1. Detailed, graphic training necessary for the use of innovative materials and techniques is even more important when the

teacher is a non-native speaker of the target language, and has a sub-standard educational background.

2. The teacher working in an isolated and/or backward area has a special need for encouragement when he uses innovative materials. Film footage of teachers using these materials successfully with pupils in actual classes, does not only show the trainee how to use the materials, but illustrates the fact that the materials are highly workable and enjoyable for pupil and teacher alike.

3. The T.V. series acts as a complement to and illustration of the printed Teachers Introduction that accompanies the Units.

4. Experience in observation of TESL testing centers indicates that the success of the TESL materials depends to a large degree on the manner in which they are introduced to teachers. When a teacher sees for himself 1) new techniques illustrated by example, 2) new materials demonstrated and explained, 3) competent teachers using these materials and techniques with success, 4) teachers in varieties of classrooms and in various countries participating in this experimental work, and when all these different elements are presented in a simple, clear way, the prospective teacher is likely to form a positive attitude towards the Project. The series is an attempt to do all these things.

WORKING SCRIPT

PROGRAM I IN THE SERIES, TESL FOR TEACHERS

TITLE: THE SHAPEE AND YOU

Production date: May 10, 1966

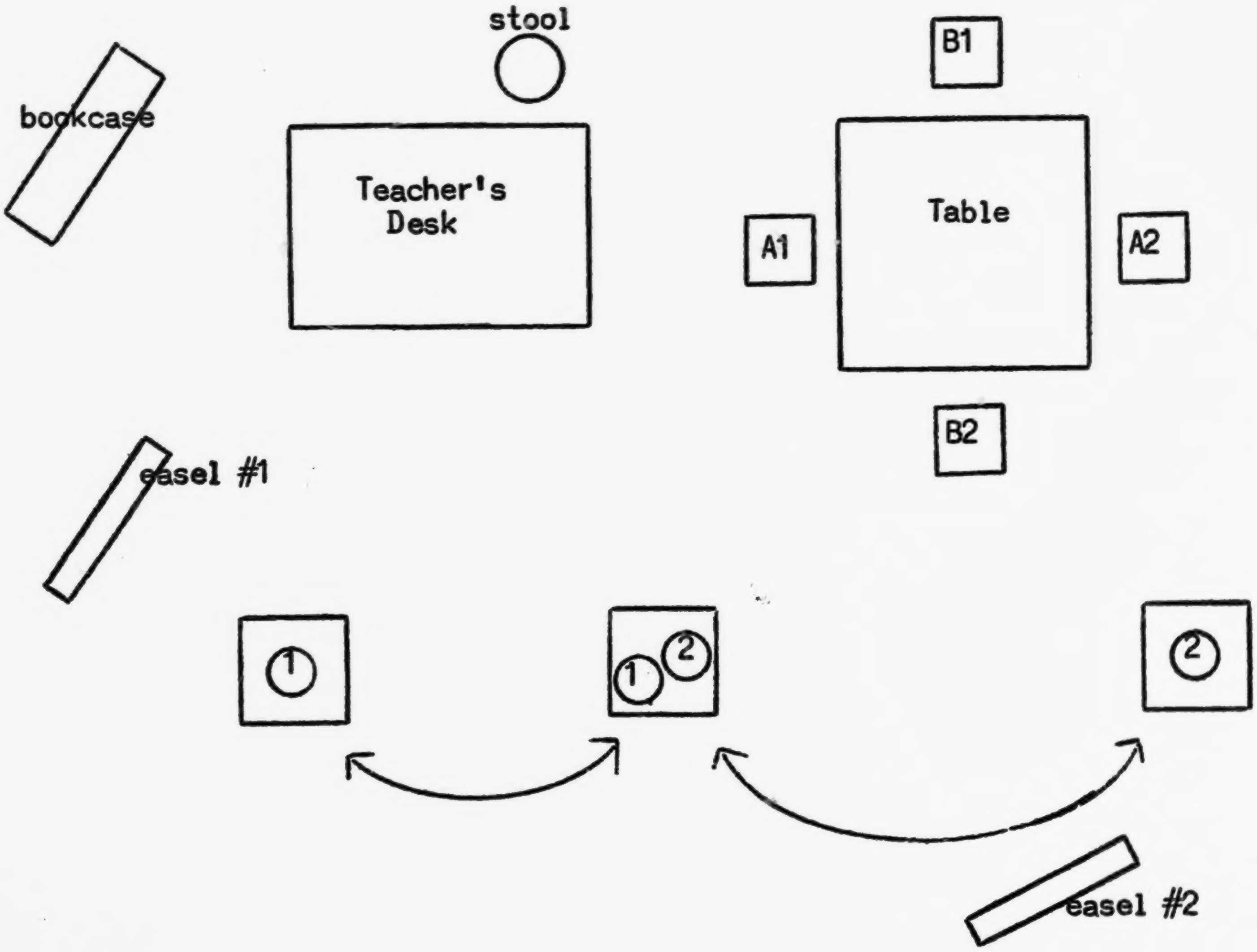
SET LIST

A. One view of the Classroom (the teacher's section)

1. A large desk (with a drawer)
2. A stool
3. A bookcase, to simulate the area of the classroom where the children's books, toys, etc., are kept.

B. Another view of the classroom (a pupil table)

1. A rectangular or square table. An example of a suitable table would be one 25" high, with a top 24" x 36".
2. Four chairs, or stools, suitable for first grade pupils
3. A stool for the teacher (optional)


stool
bookcase
Teacher's Desk
B1
Table
A1
A2
B2
easel #1
①
②
①
②
easel #2

PROP LIST

Record: THE TESL SERIES SONGS	Music to begin and conclude the program. Songs used: HANDS AND FINGERS.
A carton, contents to simulate supplies for a teacher and class of sixteen pupils.	To contain the following: Units #1-#25 of the Presenta- and Communication Activities, bound as a book. A Picture Book. Teacher's box of indexed picture cards. Two boxes of shapees (only one includes paper materials that go with each box). Two empty shapee boxes. Four spinners.
A flip-chart	Containing two sets of pages: 1) Title of Series lettered on a page Title of Program lettered on the next page 2) Several pages, each containing a sample of the materials about which the teacher is going to speak.
Two easels	One for the flip-chart, the other for credits
Two extra place-card sheets	1) One sheet, pre-cut into place-cards. The cards are scotch-taped to the children's table, one card at each child's place. 2) Another sheet, on the teacher's desk, so she can cut out a sample place-card during the lesson.
One extra spinner cover sheet	The center portion of one spinner cover cut-out, and taped back lightly (so the teacher can simulate cutting it out during the lesson). The outline partly cut out, so one of the pupils can simulate cutting it out during the lesson.
A pair of blunt scissors	To be used by a pupil, and later by the teacher.

CAMERAS

The turret camera, to be Camera #1

The zoom camera, to be Camera #2

VIDEO	Running Time	Unit Time		AUDIO
				OPENING TEASER
(2) WS - teacher			TEACHER:	This is a carton of materials similar to one which you have received. It's from TESL, T-E-S-L. And we're going to open it and show you some ot its possibilities today on TESL For Teachers!
(1) Title card			MUSIC:	IN - HOLD - AND UNDER
			ANNOUNCER:	TESL For Teachers, a series produced by the Teaching English as a Second Language Materials Development Center to help the classroom teacher
flip - to program title card				in using its materials.*) Today, Program One: The Shapee and You. And now here is Joan Klyhn.
(2) Desk Shot - teacher			TEACHER:	Hello. In today's program, the first of a series of five, I'd like to introduce you to the TESL materials you've recently received. A look at the carton, similar to the one you have, will show us what TESL stands
(1) CU of carton				for.*) POINTS. Teaching English as a Second Language.
(2) BS - teacher				*) Your TESL carton contains materials for both teachers and pupils, and we'll be looking at all of them dur-

VIDEO	Running Time	Unit Time	AUDIO
			ing today's program. Let's look first at some of the materials for you, the teacher.
(1) WS - teacher			*) OPEN BOX. The TESL materials are designed in units and should be used one unit at a time. This book of Presentations and Communication Activities HOLDS UP P & CA BOOK contains 25 separate units, but begins with the Teacher's Introduction.*)
(2) CU - page 1 - Teacher's Introduction			This special Introduction was written to help you get acquainted with the way TESL works, and you should read it very carefully.*)
(1) SS - teacher			This series of programs will add to your information about TESL, but the Introduction is very important, too.
(2) MS - book			*) The book comes apart SHOW and each unit, which is bound by itself, comes out. DETACH THE UNITS FROM THE BOOK. You don't need to keep all the units in the book, just the ones you are using at the time. For instance, if during one week you are using units 12 to 14 and wish also to review unit 8, SEPARATE THESE FROM THE

VIDEO	RUNNING TIME	UNIT TIME	AUDIO
			PACK you should keep these units in the book and store the others away. FASTEN 8 AND 12-14 IN BOOK, PLACE OTHERS IN DRAWER.
(2) Zoom back to DS			*) HOLD UP BOOK. Keep the book with the units you are using in a convenient place for easy reference. PUT BOOK IN DRAWER. There are two more things in the box for use by the teacher, but we will come to them later on. Next are some pupils' materials. REMOVE BOXES ONE AT A TIME AND STACK THEM. This TESL carton holds four boxes, and each box serves four pupils so that what you see is sufficient for a class of 16. The class will be divided into regular groups of four. All four boxes contain the same material, HOLD UP LIDS OF
(1) CU - two box tops			THE TWO "LOADED" BOXES.*) but the cover of each is different. The picture on the box lid tells the pupil which box belongs to his group. PUT BOX LIDS ASIDE.
(2) KS - teacher FOLLOW			*) Your pupil materials will probably TAKE TWO EMPTY BOXES TO SHELVES to be stored all together, perhaps on shelves like these. At the beginning of every class one member from each group goes to the shelf and takes his group's box to his

VIDEO	Running Time	Unit Time	AUDIO
			table. The four children of each group should learn from the beginning to be responsible for their own box of materials. They should know where their box is kept. Also, they should know how to arrange the materials inside their box.
(1) CU - page 1 flip-chart			*) Included in each box of group materials is a sheet of place-cards, from which the
(2) move to position z			four place-cards are cut. Each child of the group has his own place-card with his
(2) LS - table with teacher			number and a picture on it.*) MOVE TO TABLE WITH SECOND GROUP BOX, PLACE CARDS IN POSITION. This picture is the same as the one on his group's box, and tells him which box belongs to his group.
			PUPILS ENTER AND SEAT THEMSELVES, CHECKING THEIR PLACE-CARDS.
(1) WS - teacher			*) These are the shapees. HOLD UP PIECES FROM BOX ON TABLE - TO MAKE A BIRD, CHILDREN BEGIN TO WORK WITH SHAPEES. To introduce your children to the TESL materials, it may be a good idea to let them play with them before you actually begin Unit #1. There's no end of fun to fitting them together to make real looking objects MAKE

VIDEO	Running Time	Unit Time	AUDIO
			A BIRD AND SHOW IT like this one,
(2) 2-shot - B1 and A2			*)or like some of the amazing objects our group has come up with. PUPILS HOLD UP SOME IMAGINATIVE SHAPEE OBJECTS THEY HAVE MADE.*)
(2) Zoom back to 3-shot; B1, A2, teacher			Right now is the time to teach the children to keep their boxes tidy, to return the pieces to their proper sections when they have finished with them. HELP PUPILS TO RETURN THEIR PIECES TO THE CORRECT SECTIONS. LEAVE AND RETURN TO DESK ON LINE*)
(2) Tilt down. Zoom in on box.			The children like to help each other in doing this. PAUSE.
FADE OUT 2, up 1			
(1) CU - page 2, flip-chart			*) Another item in each box is a pack of cards. This pack consists of various cards. Most of them show pictures of objects made from shapees. A big bird, a little bird, a car and a tree are some examples.*)
(2) 4-shot - table 1-move to position y			Let's watch our pupils making some of these objects. A1 is holding up a card showing a tree. A2 looks at the card, takes pieces he thinks he will need and makes the tree.

VIDEO	Running Time	Unit Time	AUDIO
(1) CU - B1 DISSOLVE (2) OS - B2 HOLD			*) B1 is holding up a card showing a bird and *) B2 is making it.
(1) move to position x			
(1) CU - page 3 flip-chart (2) move to position y			*) A card may have pictures of more than one item. Two trees, for example, or a house and a bird.
Flip to page 4			*) Other types of cards are number cards - one, two, three, four -- here is a 3 and a 1.
Flip to page 5			*) Also, color cards. Red, blue, green, yellow. Here are two.
(2) LS - teacher and desk			*) TAKE THE FOUR SPINNERS OUT OF THE CARTON These are spinners. In addition to the group box each group uses a spinner in some of the activities in the later units.
(2) Zoom to DS			HOLD UP SPINNER AND SPIN IT. TAKES SPINNER COVER. This is a spinner cover. We put it on the spinner and spin it to see where the arrow stops. SPIN. In this case it points to ___. Suppose I were a pupil taking part in a Communication Activity. This would be my cue to say some something about these ___.

VIDEO	Running Time	Unit Time	AUDIO
(1) CU - page 6 flip-chart			*) Each group has sheets of spinner covers in its box. These covers are numbered and should be colored according to the color key. For example, R stands for red, B for blue, and so on. Some of the older pupils in your school can help in this coloring
(2) WS - teacher			job.*) The older pupils can also help in cutting out the center of the cover CUT OUT CENTER after it has been colored in. Remember, it is most important to write the cover number on the back of the cover. WRITE NUMBER ON BACK, DISCARD CENTER. This way when a certain unit calls for spinner cover number 6, this number tells me I have the correct cover.
(2) Zoom back for 2-shot			*) CALLS ___, PUPIL COMES TO TEACHER'S DESK TEACHER HANDS HIM SCISSORS AND SPINNER COVER. Would you like to cut this out? HE DOES SO WHILE TEACHER CONTINUES. The pupils in your class can cut the outside edges of the spinner covers if you think they can. PUPIL TAKES CUT-OUT WORK AND RETURNS TO PLACE.
			Each pupil has one of these Direction Boards. HOLDS UP DIRECTION BOARD. These

VIDEO	Running Time	Unit Time	AUDIO
(1) CU - Direction Board			are used in the later activities. *) PUT DIRECTION BOARD ON DESK IN FRONT OF SELF. The pupil has his Board on the table in front of himself and moves shapees, for instance a circle, from a certain square, like this numbered one, in the direction you indicate, up down, right or left, to another square. Two paper bags come in each group box, to be used in several other activities. TAKE ONE BAG FROM BOX. Pupils hide shapee objects in the bag FOLLOW TEXT WITH ACTION or put them on, in, near or under it.
(2) DS - teacher			DISCARD BAG*) Many activities call for a shield. This is something you can make, depending on the size of the table your pupils have. HOLD UP PAPER, FOLD IT. It can be a sheet of stiff paper like this. HOLD IT UP TO HIDE OBJECTS. Or you can use the lid of the shapee box. PROP UP BOX LID. THEN CLOSE THE BOX OF SHAPEES. BEND OVER AND LOOK INTO THE CARTON. This finishes up the pupil materials. You have two more items. TAKE OUT THE BOX OF CARDS. An indexed box of picture cards. OPEN BOX.

VIDEO	Running Time	Unit Time	AUDIO
			This set of cards is exactly like the set of cards in one of the group boxes.
			This box is your reference box. It tells you what cards each group is supposed to have. If you want to show the class what cards each group will need for a certain unit, you can take the card from this box, TAKE ONE and show it to the pupils. They can then pick out the same card from their own packs. PUT BOX OF CARDS ASIDE. TAKE PICTURE BOOK. Finally, the Picture Book. HOLD UP CLOSED PICTURE BOOK. Some pupils might have difficulty recognizing this HOLD UP SHAPEE CAT as a cat. So, when you
(1) CU - page 7 flip-chart			teach the word cat*)show them these pages from the Picture Book. A picture of a cat, and a picture of a shapee cat.
			They see a real cat, and a cat made from shapee pieces. This shows them how to make a cat out of shapees, and it reminds them that
(2) CU - teacher			*) HOLD UP SHAPEE CAT this plastic object represents something in real life. Something they will se outside the classroom,

VIDEO	Running Time	Unit Time	AUDIO
			and which they will be able to talk about in their second language.
			PUPILS HAVE BEEN COMING ONTO SET #1 WHILE TEACHER WAS BEING CU'D. THEY STAND IN
(1) FFS to show pupils and teacher			FRONT OF DESK. JOIN THEM, WHILE SAYING:*) Thank you for joining us today for an introduction to the TESL materials. We hope
(2) CU - pan children's faces			to see you at our next meeting. Goodbye.*) EACH CHILD SAYS GOODBYE IN HIS NATIVE LANGUAGE.
		MUSIC:	IN - HOLD - AND UNDER
		ANNOUNCER:	TESL For Teachers was created at the Teach-
(2) CU - credit cards on Easel Two			English as a Second Language*) Materials
Flip to #2			Development Center, Teachers College,*)
Flip to #3			Columbia University, under the direction*) of Dr. Gerald Dykstra. Your television
Flip to title card			teacher has been Joan Klyhn.*) This is a production of the Educational Television Workshop, Ty 3984, at Teachers College, Columbia University. Entire production supervised by Jerry Silverstein.
		MUSIC:	UP - AND OUT
		CLOSING CARDS:	Music by CHARLOTTE KUENSTLER Directed by DANIEL ZIFF Written and Produced by JOAN KLYHN and ALICE OSMAN

PRELIMINARY SCRIPT

PROGRAM II IN THE SERIES, TESL FOR TEACHERS

TITLE: SHAPING UP THE TESL WAY

This is one of five scripts prepared for a TV series to instruct teachers in TESL Project materials and procedures. For the purpose of this report, the following explanatory notes have been made.

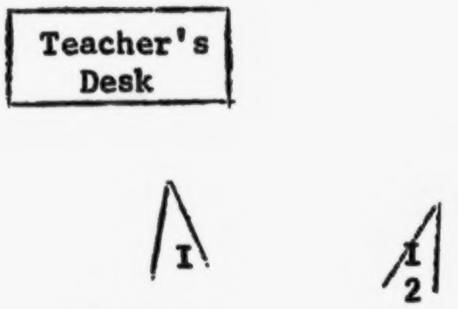
1. The names used in this script are notional, as are a, b, c, d, and e, where used to designate children. When the program is produced, the children's real names are used.

2. Film clips and stills from the TESL Project library used in this script are described briefly when they occur.

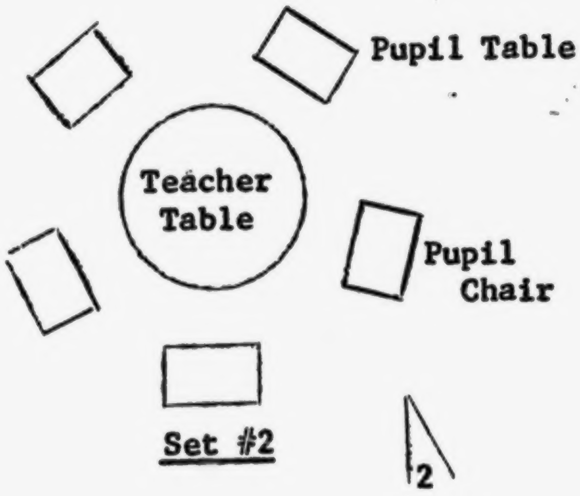
SET LIST

1. One view of the classroom:
    1. A desk.
    2. A plain back-drop.

2. Another view of the classroom:
    1. A small teacher's table.
    2. A swivel stool, for the teacher.
    3. Five rectangular or square tables. An example of a suitable table would be one 25" high with a top 24" x 36".
    4. Twenty chairs, suitable for first grade or K. pupils.*



Set #1



Set #2

*When arranging Set B, the pupils' chairs are placed so all the pupils can see the teacher. The chairs should be arranged in line with imaginary spokes from a hub which is the teacher's table.

PROP LIST

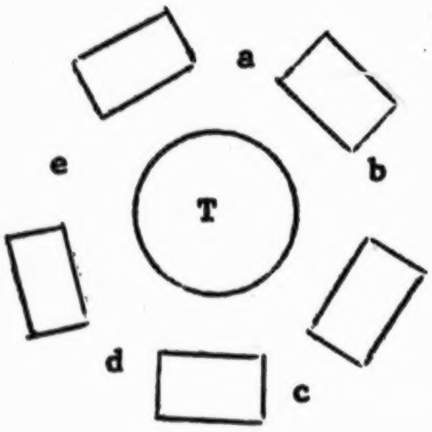
Record: THE TESL SERIES, PHYSICAL EDUCATION ACTIVITIES	To begin and conclude the program. Band 1 of the record.
A flip-chart	Containing title of series, title of program, final credits (#1, #2, #3).
An easel	For the flip-chart.
5 boxes of shapees	
A pair of blunt scissors	
5 sets of place-cards, already cut and folded	
1 sheet of place-cards, in the top box of shapees	
Film clip A (2 minutes) B (x minutes)	
Still A B	
Singer Portable Record Player	
Record (TESL - any one)	To be used as a dummy.
3 flash cards	1. A on one side, B on the other. 2. A-1 on one side, B-1 on the other. 3. A-2 on one side, B-2 on the other.

VIDEO		AUDIO
		OPENING TEASER
WS - teacher	TEACHER:	This program has been specially prepared for the teacher with a class of four. Did you say you had forty pupils in your class? Please don't go away! Because we're going to show you how you can take forty, or twenty or as many pupils as you have, and turn them into a class of four. Magic? No, not exactly. Stay with us today and see for yourself, on TESL For Teachers!
Title Card	MUSIC:	IN - HOLD - AND UNDER
	ANNOUNCER:	TESL For Teachers, a series produced by the Teaching English as a Second Language Materials Development Center
flip - to program title card		to help the classroom teacher in using its materials.*) Today, Program Two: Shaping Up the TESL Way. And now here is ______________________.
Desk Shot - teacher	TEACHER:	Hello. In our first program, we looked at the TESL materials for both teachers and pupils. Today, we'll use the pupils' place-cards. Also, we'll go through the Introductory Unit. Here it is, in the

VIDEO	AUDIO
	OPENING TEASER teacher's book of Presentations and Communication Activities. HOLD UP BOOK. You'll find it right before Unit #1. TAKE OUT INTRODUCTORY UNIT, PUT BOOK ASIDE. Your pupils should learn it well before beginning Unit #1. Each pupil will learn to be one of a group of four, which consists of an A-1, and A-2, a B-1 and a B-2. Within this group, he will be a member of one of two teams, either the A team or the B team. Let's look at a class that has been "shaped up the TESL way", into groups of four and teams of two.
sound film clip A: a TESL teacher with five groups, doing the presentation of a Unit. Includes an overview of the groups; the teacher calling on A-1 to make a request, all the A-1's making the request, and all the A-2's responding with an obvious action. Closeups. (2 minutes)	
BS - teacher	We just saw a teacher call on A-1 to say: Show me a house. Because the class has been divided into 5 groups, and each group includes an A-1, five pupils repeat the pattern after the

VIDEO	AUDIO
	teacher. But A-1 does not repeat the pattern to the teacher. He says it to his team-mate, A-2. Let's look at this class of 20 pupils
repeat film clip A without sound	again.*) The teacher calls on A-1. Five pupils repeat the pattern. They do so individually, speaking to their team-mates. Each of 5 A-1's is talking to each of 5 A-2's. What happens after each A-1 says to each A-2: Show me a house? Well, each A-2 shows his team-mate the object as we now see. The
BS of teacher	teacher has made something happen within each group of four pupils. Though she has 20 pupils her class really consists of A-1, A-2, B-1 and B-2. So will yours, after you have divided your class the TESL way. No matter how many A-1's you have, you will still be getting an individualized response when you call on A-1 to say: SHOW ME A HOUSE to his team-mate, A-2.*) I'll get
LS of teacher and table with 5 boxes of shapees	the sheet of place cards out of each box, then I'll cut it out and set

VIDEO	AUDIO
	the cards around tables as you would for the Introductory Unit OPEN TOP BOX AND TAKE OUT A SHEET OF PLACE CARDS, WHILE HOLDING A PAIR OF SCISSORS IN ONE HAND.
LS of teacher on Set 2	FINISH UP PLACING CARDS ON THE LAST TABLE. LOOK UP. THEN STAND AT THE MIDDLE TABLE.*) I like being in the middle of my class, with my pupils all around me. You may prefer to arrange your class otherwise. Just be sure that all your pupils can see you. SWIVEL AROUND. If I keep moving, my pupils all can. CHILD BRINGS IN A SWIVEL CHAIR. Thank you, John. SITS DOWN AND SWIVELS. This looks like fun, but I don't think I'll be doing much sitting today.
WS teacher	ROLLS STOOL UNDER HER TABLE. TAKES LIST AND CONSULTS IT. According to the chart I made, assigning pupils to their places, ___a___, ___b___, ___c___, ___d___, and ___e___ have been designated as A-1's.

VIDEO		AUDIO
LS Set 2. Class is lined up.		BECKON. ___a___, come here. INDICATE WHERE PUPIL SHOULD STAND. ___b___, come here. INDICATE WHERE HE SHOULD STAND. ___c___, come here, ___d___, ___e___, come here. INDICATE WHERE c, d, and e SHOULD STAND.
MS group and teacher as per diagram	TEACHER:	HOLD UP FLASH CARD No. 1.: A-1.
	a,b,c,d,e:	A-1
	TEACHER:	POINT TO FLASH CARD AND TO A PLACE CARD FOR A-1: A-1
	a,b,c,d,e:	A-1
 a b c d e T	TEACHER:	POINT TO SELF: A-1
	a,b,c,d,e:	POINT TO THEMSELVES: A-1
	TEACHER:	ACT OUT "SAY"
	a,b,c,d,e:	A-1
	TEACHER:	POINT TO THE PLACE CARDS FOR A-1's. A-1, sit down.
	a,b,c,d,e:	SIT DOWN AT THEIR PROPER PLACES.
BS teacher		Go through these same steps with A-2, B-1, and B-2, until all your pupils are seated at their tables. If your pupils have
still A: children doing a TESL activity at table made of 4 desks pushed together (Puerto Rico). Dissolve to Still B: another 4-desk set-up (Mississippi).		individual desks, the four members of each group can push their desks together *) to make a table.*)

VIDEO	AUDIO
BS teacher	Five minutes of drill are enough for the first day of the Introductory Unit. Don't expect your pupils to be perfect on the first day.
CU children. Pan from one table to another to show place cards	Now that the members of each group have place-cards with pictures which match the picture on the group's box, call on a child from each group to get his group's box. A-1! Stand up. GO FROM TABLE TO TABLE, REMINDING THE CHILDREN WHO ARE A-1, BY POINTING TO PLACE CARDS. THE A-1's STAND UP, HOLDING THEIR PLACE CARDS. TAKE ONE A-1 BY THE HAND AND LEAD HIM TO THE TABLE WITH THE BOXES ON IT. COMPARE A-1's PLACE CARD WITH THE MATCHING PICTURE ON ONE OF THE BOXES. THEN GIVE A-1 THE MATCHING BOX TO TAKE TO HIS TABLE. POINT TO ANOTHER A-1. Get the box. THE PUPIL COMES TO THE TABLE AND IS HELPED TO DO SO. BECKON TO THE THREE REMAINING A-1's. Come here.

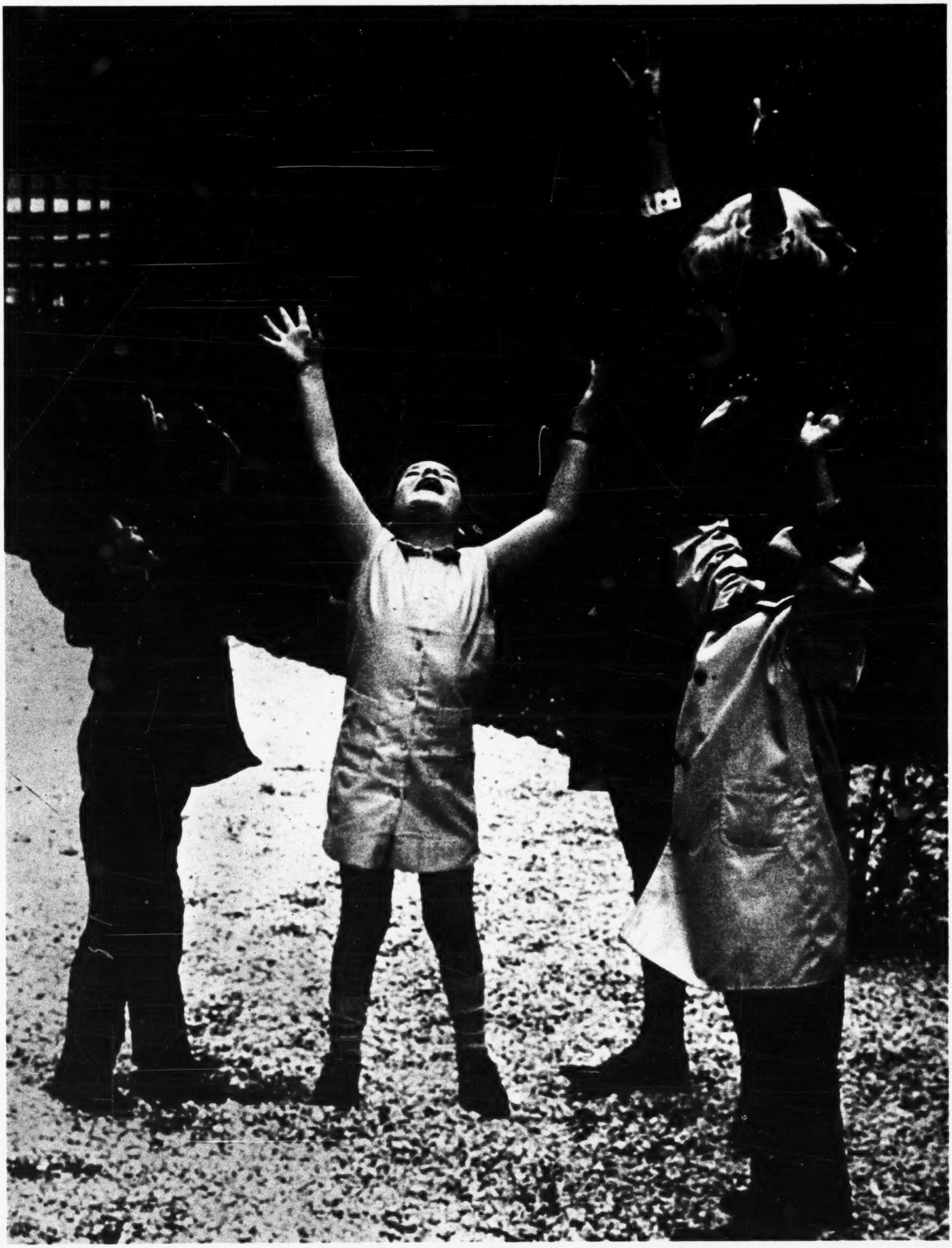
VIDEO	AUDIO
	Get the box. THE PUPILS COME TO THE TABLE.*)
CU of pupils finding their boxes - a 3 shot	When a member from each group has found his group's box and brought it to his group's table, you may let the children play with the shapees for five minutes or so. You can keep an eye on them - but you may not find it necessary*)
CU Patricia grabbing pieces and putting them away	Patricia here just naturally takes over as the conscience of her group. She keeps the group box tidy. BEND OVER THE TABLE. John likes to get the box and put it away. In later programs, we'll see how the members of the group choose the different jobs of taking care of and selecting materials for each day's Unit.
BS of teacher	Patricia has already chosen her job, so let's leave this group*) in her hands and look for a moment at Part Three of the Introductory Unit.*) We think
Zoom back to show teacher and Singer record player	that certain verbs are easier to teach by acting out the imperative

VIDEO		AUDIO
		form, rather than by trying to explain them. Let's start out with a few occurring in the Introductory Unit, with the help of the Physical Education Activity Record I. PUT ON THE DUMMY RECORD-AND START IT RUNNING.
	MUSIC:	IN - HOLD FOR BAND I - AND UNDER, AS BAND I COMES TO AN END. CHILDREN ENTER AS DRUM BEATS OF THE ACTIVITY COMMENCE. THEY SURROUND YOU AND IMITATE.
		Stand up! Sit down! SIT DOWN.
		Stand up! STAND UP. Sit down! SIT DOWN.
		Stand up!. STAND UP.
		Look at the window! LOOK, AS IF THROUGH BINOCULARS. Point to the door! DO SO.
		Say: Hello! SAY "HELLO", BRINGING HAND TO MOUTH.
		Look! LOOK, AS IF THROUGH BINOCULARS.
Picture dissolve as music fades, return to DS of teacher		Listen! CUP HAND AROUND EAR.
		Say: Hello! SAY "HELLO", BRINGING HAND TO MOUTH.
		Sit down! SIT DOWN. *)

VIDEO	AUDIO
	TAKE THE NEEDLE OFF THE RECORD. You may re-play this Activity if you think the children would enjoy it. Some of them will already be able to follow one or two of the directions without being shown by you what to do. Or you may
BS of teacher	save the Activity, as I plan to, for review the next day. It is much easier to teach children to understand these commands than it is to divide them into groups and teams. So, Part I of the Introductory Unit teaches the grouping, and Part II reviews it, while the shortest section of the Unit, Part III, teaches the commands as part of a Physical Education Activity. When you review the Introductory Unit during the first week of TESL, be sure to emphasize Parts I and II. Even after you have begun Units #1, #2, and #3, it may be advisable to review the group and team divisions for a few minutes each day*). This
Film clip B - start without sound: teacher flashing cards at class (Los Angeles).	teacher has made three flash

VIDEO	AUDIO
	cards; one says "A" on one side and "B" on the other, another says A-1 on one side and B-1 on the
sound in: teacher flashes cards, individuals and teams respond with raised hands, and/or voice	other. The third says A-2 and B-2. She uses these cards to give her class a quick drill*). It is better to give your pupils short drills every day for a week or two, than to tire them out on the first day with a long drill, I let my pupils keep their place cards to help them remember who they are. It's easy enough to make a place card for a child who has lost his. (The place cards can be discarded after your pupils have learned their grouping, their numbers, and their team-mates*).
CU teacher	I can hear your question now - when will that be? Your first few days of TESL may seem long. But soon, when your patience has transformed your 24 or 36 or 40 pupils into a class of 4, you won't regret the time you've spent "Shaping up the TESL Way."

VIDEO		AUDIO
	MUSIC:	IN - HOLD - AND UNDER
	ANNOUNCER:	TESL For Teachers was created
credit card		at the Teaching English as a
flip to #2		Second Language*) Materials
		Development Center, Teachers
		College*) Columbia University,
flip to #3		under the direction*) of
		Dr. Gerald Dykstra.
flip to Title Card		Your television teacher has
		been _______________.*)
	MUSIC:	UP - AND OUT
	CLOSING CARDS:	Music by _______________
		Directed by _______________
		Written and Produced by _________
		_______________________________



Children learn the meaning of "Up!" in a Physical Education Activity.

3. RESULTS

The research hypothesis of the Project is that certain concepts (one of many being that there may be an operable common core of materials useable in many cultural or linguistic backgrounds with supplements as appropriate) can be actualized in materials. The appendices to this report together with the materials inserts (in the Methods report) that are representative of those not included in the appendices constitute the results of the first type.

The pedagogical hypothesis for the Project (as contrasted with the research hypothesis) is simply that the materials (with the concepts listed in the Project proposal actualized in them) will be operable in classroom situations. Advisory Board evaluations, Steering Committee recommendations, teacher evaluations in the classrooms, results on test units, feedback from project personnel and two independently arranged experiments constitute a second type of result.

A third type of result, completely extra-project, but yet directly related, is the interest generated as manifested by professional studies, dissertations, lectures, conferences, new college courses, new international cooperative efforts, incorporation of concepts developed into new curricula and curricula development projects, and dissemination of staff to major centers throughout the world.

Representative findings stemming from the work of project personnel and relating to the questions listed in the Introduction include those presented here. The lettered divisions correspond to the numbered ones in the Introduction except B (questions 2 and 3) and D (questions 5 and 6).

A. One hundred fifty communication activities, which follow the necessary one hundred fifty presentations, have been selected as substantially meeting the requirements of the criteria established for such activities. By internal appraisal, it is determined that nonpredictable, purposeful communication can be incorporated into instructional materials. This was substantiated by the fact that communication, as operationally defined, was repeatedly accomplished in the field locations.

A fortuitous discovery, after designing each tenth communication activity to serve as a test, was that every activity not merely every tenth one, served as a proper test of language ability. The full significance of this dawned gradually. Altogether, the activities form a set of programatically graduated tests linguistically more valid for an English language teaching program than sets which elicit markings on paper or which measure control of sub-elements of language production (e.g., pronunciation) or sub-elements of language recognition in lieu of checking on ability to communicate and comprehend messages that are cued by controlled but nonpredictable situations.

The one hundred fifty communication activities accepted for the program use vocabulary that correlates with objects which are formed by using plastic pieces. An alternative program using vocabulary that correlates with items made from materials available in nearly all environments has been illustrated and demonstrated.

B. By using pupil responders in the communication situation (only after appropriate presentations), effective responsive environments have been set up. In these, successful language production by one pupil is regularly followed by an appropriate and desired overt, nonlinguistic response. Incorrect language production is followed by responses not sought by the child speaker. Clearly established and known goals, nonlinguistic in nature, are in these instances not attained. The activity breaks down and the pupil must start again.

With such responsive environments and with a properly programed sequence, it is not necessary for the teacher to hear correct production of the point being practiced in order that reinforcement may take place, nor is it necessary for the teacher to hear errors in the use of the point being practiced in order that the errors be detected. In this situation, with pupils forming effective and useful responsive environments for pupil speakers, a multiple unit design in the classroom is feasible. The amount of speaking and response to speaking is high. The density of pupil participation, while not quantitatively measured in the project, is anecdotally recorded as being lower than in good choral pattern practice, higher than in individualized pattern practice and qualitatively superior to both.

C. With minimal presentation and a minimum of artificial practicing, it is possible to move directly into functioning use of the language, provided situations are carefully selected. Materials so constituted do form viable classroom materials. The best tryout centers for this project have been those where teachers had the benefit of guidance from a person who knew the rationale and operation of the activities.

Children in Aiyetoro, Nigeria, responded significantly better to oral instructions from their teachers after one year of Communication Activities than did their older companions, who had studied English for two years. Evidence indicates that taking children into early functioning use of the language can be made pedagogically useful.

D. Communication in the restricted sense used here is not enough by itself to simulate the range of situations in which oral language is commonly used. Songs, physical education activities, playlets and improvisations were developed and planned to illustrate other modes by which communicating language (as well as language that is phatic in nature and is not appropriate to presentation in programed communication activities) may be presented in situations that simulate (as in the playlets) or parallel (as in the songs) out-of-classroom use of language.

E. Tryouts indicate empirically that silent reading can be started successfully at very early stages immediately after an oral presentation. (Silent reading was not tried without oral presentation and practice.) Differential response to increasingly complex segments was a basic feature of the design in the reading presentations. This work is being continued in the Hawaii Curriculum Center of the State Department of Education.

F. In writing, working from models and drawing pupils gradually away from reliance on them has shown itself to be moderately successful in most instances and spectacularly promising in some instances. This was a program that was underway before the TESL Project was funded and it was continued without benefit of project support except for limited experimentation and the development of a small set of materials for children, following upon completion of a program in cursive handwriting developed by the project.

G. The idea of reading, selecting, compiling and transmitting prepared messages for reading and responding by a recipient in situations requiring communication was added early in the course of the project. Materials of this type are unknown outside the project and very limited within. Findings are positive on the feasibility and work is being continued privately by project staff. Relative effectiveness is undetermined.

An intended part of the project from the first was preparation and experimentation with an approach to writing which incorporates purposeful communication requiring responses unpredictable except from the written message, which itself is unpredictable and develops out of the needs of a given limited but not controlled situation. Experiment was limited to use of the oral communication activities with a substitution of written messages for oral messages. A degree of success is indicated parallel to that for oral communication activities but to make it maximally significant as a writing program, the need for separate sequencing is indicated.

H. The research initiated by the project to check into the possibility of determining the nature of curricular differences required by different cultures took the form of trying a single core set in a variety of cultural settings. Adverse comments from tryout centers were almost invariably on activities not clearly and simply operable. Where a given activity went badly in one area, it went badly elsewhere. The songs, on the other hand, were enthusiastically received at each tryout center. There was no adverse comment anywhere on the geometrical abstractions which were designed to represent "real" objects and which were made by the children themselves, using plastic pieces of various shapes. The only clearly identified cultural differences were such as the anticipated special difficulty in West Africa in distinguishing "bed" and "bird" in an early version of a communication activity that had been pointedly designed to include this problem as a check on differential feedback.

J. Tryouts for TESL Project materials have been held in Japan, New Guinea, Peru, Ethiopia and Nigeria, as well as in Saipan, Puerto Rico, Hawaii, New Mexico, Texas, Mississippi and New York. About one-third of the advisors for the project were British, and consultation with them was somewhat more frequent than with their American counterparts. Empirically it is determined that international cooperation is possible in materials development. Evidence includes consultation and correspondence with British colleagues and extensive international collaboration in tryouts, as outlined in the project quarterly reports.

One conclusion of the project as a whole corroborates the thought that there are vast gaps in the materials field and that

(PICTURE OF PHYSICAL EDUCATION ACTIVITY) many interesting and potentially rewarding areas remain to be imaginatively developed. Specific identification of a few of these is a contribution. Further discussion on these matters is included in the next section.

Results related to the conceptual framework and the operational definition of each idea were reasonably well established midway in the project. These results are detailed on pages 33 through 36 in the preceding section, Methods, and should be referred to at this point. Refinements beyond those listed there were minor and do not warrant a repetition of consideration here.

Design of the Cumulative Testing Units:

The testing units themselves have been constructed following the plan for the teaching unit. Each test is divided into two parts:

1. A Presentation:

In the presentation the pupils in each group of 4, make up the objects which will be needed to practice the sentence pattern. These objects are made by joining plastic shapes (shapees) so that the final product is a schematic representation of an object in form and color.

The sentence pattern to be used in the second part of the test is also drilled according to the principles of pattern practice.

2. An Activity:

The activity is a game which the pupils play in groups of 4. For the pupils each game has a superordinate purpose (to get as many objects as possible, to cover picture cards, etc.) which requires for its attainment the use of language, in a situation of real communication, according to the sentence pattern being tested, i.e. to get the object or card required, a pupil must select and use correctly the sentence which is appropriate to the particular situation which obtains. Each game is arranged so that each pupil has an opportunity to use the language being tested.

A hypothesis has been made that once a pupil can "make something happen" with a particular language pattern, he is likely to incorporate it rather readily into his encoding/decoding framework as a tool for communication. Reports from the tryout centers on results of the cumulative Test Units (every tenth Unit of the series) tend to confirm this assumption. Each Test Unit uses some patterns from the preceding nine Units in its Activity. Pupils who successfully complete the Communication Activity of the Test Unit are required to recall previous patterns for responsive and productive use.

The Advisory Board contributed generously. At the earliest stage of the project there were a number of questions which needed consideration. Later, as specific problems and needs arose, members of the Advisory Board were individually approached as necessary on a consultant basis. Answers presented here illustrate the results of a questionnaire sent to the Board with problems tryout and feedback, evaluative procedures, reading, etc. The problem which elicited these responses was that of working with a single set of materials in a variety of cultures.

"The idea that a single set of materials can be made is in the nature of a 'null hypothesis,' to be entertained until rejected. It would seem that such a hypothesis is the most reasonable one to entertain until evaluation procedures suggest ways of rejecting it or modifying it. It is possible that a single set of materials can be offered as long as there are also certain supplementary materials which may be needed in particular localities. The 'least common denominator' will be arrived at on the basis of what turns out to be acceptable to consultants familiar with conditions in particular localities."--J. B. Carroll

"Possibly one of the most reassuring responses you could make on the question of a single set of materials would be to point out that this is precisely what USIA-NCTE have done in their English For Today series. The argument there was that one might have to wait interminably for contrastive analyses to be developed for the languages of all the countries in which we want to teach English. The fact that a single or universal set is being developed at the outset would not preclude later adaptation to what were discovered to be the specific learning problems for speakers of a particular language."--Albert H. Marckwardt

"I had supposed that this is what the whole project was about, at least as far as oral language is concerned. The common element is repeatedly demonstrated capacity of 5 and 6 year olds to listen and imitate. They're much better at it than adults. They also have sufficiently common experience as children so that content of what they hear and say can be meaningful to them--they will have 'referents' for the language used."--W. E. Spaulding

"You do not need to arrive at the least common denominator, or there will be many matters overlooked for particular groups. Looking for common features without going to the end point should be o.k."--Robert Lado

"I think a single set of materials can be justified only as a temporary expedient. Obviously, in the foreseeable future there will be many areas for which specifically tailored materials cannot be prepared. I would hope, however, that no attempt would be made in this project to challenge the ultimate superiority of specific regional materials.

"A very interesting source with reference to the 'least common denominator' is Greenberg's recent book on Language Universals.

"The 'least common denominator' will not be very extensive and, if found scientifically, would have to await the analysis of many more languages and cultures. This project will be able to do little more than make an educated guess."--Clifford H. Prator

"The answer here seems to me to be yes and no. Ideally, I suppose educational programs should be tailored to specific individuals since a) no two individuals have had identical experiences and b) teaching must start from an attachment to previous student experience.

"In our less-than-ideal world, we group students together on the basis of the belief that a common core of experience is enough; i.e. that they will have only some experiences in common. In language teaching we say that the native language is the best common core, hence we teach English for Spanish speakers, or Afghan Persian speakers, or whatever.

"What you seem to be saying is that children have common experiences which can be considered a common core (irrespective of native language) for the purpose of teaching English in elementary schools--or at least that making such as assumption will allow for faster development of an effective English program than will taking into account a possible myriad of native languages. Then, of course, you hedge your bet by speaking of meeting 'local area needs.'

"Please understand that I'm not attacking your plan at all, in fact I think that it has a good deal of potential, and is perhaps the only practical way to proceed in view of the urgency involved."--Edward M. Anthony

"I don't see how a common set of materials, presumably intended to be used in linguistically and culturally diverse areas, can also fulfill the expressed objective of 'taking advantage of pupils' linguistic and cultural background to find the areas of common difficulty . . . which may be met by a common approach and separating those problems that require special treatment of special materials' (original proposal, p. 11). Does this mean that the special treatments and special materials will have to be developed locally? Will there be some sort of instructions as to how to go about this? If not (except for the audio material) I don't see much difference between this and the NCTE materials."--W. N. Francis

Entire agreement with Prof. Dykstra's statement in memo of March 1st. Further, given the vast total range of different cultural and linguistic backgrounds, the only practical direction of development is from general to specialized. It is just not practical to reach the admittedly desirable aim of fully specialized materials in one single first step."--Peter Strevens

"I agree that there is a valid basis for experimenting with a single set, and no evidence that I know of that it can't be done. Presumably you will arrive at the least common denominator empirically. It would be a good idea to submit them in draft to teachers in the countries concerned, for their views as to whether the situations presented are natural ones culturally for their pupils. Any about which they had strong doubts could be omitted."--P. C. Wingard

The participating reachers in all centers contributed not only by preparations but also by filling out feedback reports which were used during the development of materials and the results show up in the form of the final materials. A random sample of these reports is included here.

SPECIAL
FEEDBACK REPORT NO. 1
TESL Materials Development Project
November 20, 1964

1. Did you as a teacher find the materials interesting?-----Yes
   Useful?-----Yes
2. Did the pupils have difficulty in making an understandable difference between "bird" and "bed"?-----No
   Did they succeed?-----Yes
3. Were you able to reach the point at which the pupils could do the activities without further teacher direction?-----No
4. Any other comments?-----

Lesson No. 6 was too difficult to follow. Directions were not clear. The older children (7 & 8 years) were able to work without further direction but the 6 yr. olds were not.

The children gained from using the materials in listening to follow directions. The Physical Education activities were useful. They were interesting. The children were able to do them with ease.

Signed-----Dorothy B. Ware
School-----Red Water Indian School
Address----Carthage, Miss.

SPECIAL
FEEDBACK REPORT NO. 1
TESL Materials Development Project

1. Did you as a teacher find the materials interesting?-----Yes
   Useful?-----Yes
2. Did the pupils have difficulty in making an understandable difference between "bird" and "bed"?-----No
   Did they succeed?-----Yes
3. Were you able to reach the point at which the pupils could do the activities without further teacher direction?-----
   -----Not completely
4. Any other comments?-----

I enjoyed working with the materials and of course the children really enjoyed them. What an imagination some of them have. If possible I would like to use the materials with a Special Education class beginning Sept. 1965. The

Did they get this after 1, 2, 3, 4, 5 of the teaching units? Are they able to make the distinction now?-----Some are

2. Are the pupils able to work through the Activity without help from you (after you have explained and demonstrated it)? -----Most are
   If not, how much and what kind of assistance do you give them?
3. Are the pupils using the spinner satisfactory?-----Most of the time.
4. Do you find that the pupils follow the requirements of the Activity closely (e.g. do they not show picture cards to the pupils they are speaking to) or do they tend to "cheat" to get the things they want?-----Very few cheat.
5. Do the pupils correct each other when a mistake is made? -----Usually
6. Have the pupils got an understanding of the idea of one team competing against another?-----Most of them do.

General Comments: (If you keep some sort of diary or running commentary of points as they come up in teaching please don't bother to write them out in detail. We would appreciate getting your rough notes.)

SPECIAL
FEEDBACK REPORT NO. 4
Music

1. The songs I like best are: (Check the ones you like.)
   (X) Hello, Mary
   ( ) Make a Flower
   (X) Yellow Horse
   ( ) To the Market
   ( ) On the Bridge
   (X) Goodbye, John
   (X) I Have Two Hands
   (X) I Have Ten Fingers
2. The songs the children asked to sing again in class are: -----Goodbye, John--Hello, Mary--I Have Two Hands--I Have Ten Fingers--Yellow Horse
3. The songs I hear the children sing bits of outside the regular class period are:-----Goodbye, John--Hello, Mary--I Have Two Hands
4. Some of the songs have been written to emphasize the vocabulary and structures of the Communications Activities:
   Make A Flower (Pattern #1); Yellow Horse (Pattern #21; To the Market (Pattern #41).
   In your opinion do songs based on the vocabulary and structures of the Communication Activities help the children learn the pattern?
   -----The new (revised) lessons have never gotten to me.
   -----Yes, the songs definitely strengthen the patterns as "you need," "I need" etc.

   Did you use the song before or after the pattern was introduced in the Presentation and Communication Activity?
   -----Since I did not have the materials, I used them before pattern introduced.

5. Are there any words you would add or change in these songs? If yes, what are they?
-----I could not understand the words in "Make a Flower". They are not clear to me. I would suggest sending the song words with the record so when doubt arises as to a word it can be found.

6. Are there other favorite songs you have used with your children? (Titles or words)-----Blue Bird In My Window (Color 5)
10 Little Indians (counting) Hokey Pokey (Right & left)
Farmer in the Dell (The Farmer Takes a Wife)
7. I would like to have a song/songs written about:----"Can you find" phrase with "I found" also in it. The children have difficulty in saying these two words.
8. Do the children listen to the soloist, then join in with the chorus?-----Yes.

Signed-----Mrs. Frances Mulholland
School-----Choctaw Central
Grade -----Beginners and First

SPECIAL
FEEDBACK REPORT NO. 4
Music

1. The songs I like best are: (Check the ones you like.)
(X) Hello, Mary
( ) Make a Flower
(X) Yellow Horse
(X) To the Market
(X) Goodbye, John
(X) I Have Two Hands
(X) I Have Ten Fingers
( ) On the Bridge
2. The songs the children asked to sing again in class are:
-----GOODBYE, JOHN--HELLO MARY--IHAVE TWO HANDS
3. The songs I hear the children sing bits of outside the regular class period are:-----GOODBYE, JOHN--HELLO MARY--I HAVE TWO HANDS
4. Some of the songs have been written to emphasize the vocabulary and structures of the Communications Activities:
Make a Flower (Pattern#1); Yellow Horse (Pattern #21); To the Market (Pattern #41). In your opinion do songs based on the vocabulary and structures of the Communication Activities help the children learn the pattern?-----Yes
Did you use the song before or after the pattern was introduced in the Presentation and Communication Activity?
-----Sometimes before, sometimes after.
5. Are there any words you would add or change in these songs? If yes, what are they?-----Names could be changed to something more local, e.i. Wale, Ade.
6. Are there other favorite songs you have used with your children? (Titles or words)-----Yes, but they are in Yoruba
7. I would like to have a song/songs written about:
-----dress, hat, goat, dog, bird,move to the right--move to the left. More Physical Ed records
8. Do the children listen to the soloist, then join in with the chorus?-----Yes

If you follow another procedure, what is it?-----No.

-----(Note: They (the teachers) answered "no" to this, but I have seen them do something different. They play the entire song through, soloist and chorus, children listening to both. Then they turn the machine off and take the song a line at a time. They explain the meaning sometimes giving Yoruba equivalents of the English. It seems only after the children are sure of the words that they let them sing with the chorus on the record. Class II has a singing period twice a week and these records are the only English songs they learn. The teachers like them and want more. The number I tune on the children's hit parade is Goodbye, John. Maybe that cowboy twang is universal.
The teachers keep asking for more P. E. records. However, their criticism of the first one is that it is "too slow" and "not enough movement." I'm not sure of just what they mean by "not enough movement" yet.

-----I solicited these answers from the teachers and filled out the report myself. If they had to do it themselves, it would take weeks.

Signed-----Ann Port for Mrs. Ando
& Miss Sote
School-----Ansar-U-Deen, Aiyetoro,
Nigeria
Grade -----Primary II

Fuller reports were frequently made by some cooperating school staff and by TESL staff. Samples are included here.

PERU. Report by Sabra Chavez:

As you know, used the materials from the project in Transition (comparable to 1st grade) in the Colegio Anexo. Classes started in April 1965 with 30 children in the class, all girls, with an average age of six years. There were three 40 minute periods given over to the teaching of English each week. Miss Tania Martinic, one of our this year's graduating class was the teacher, I was the supervisor. In July Miss Edyth Zamudio, another one of our class of 1965 took over the class. We had finished the 24 units by the middle of July and since that time we have been reviewing the units and teaching new material prepared by the girls themselves. This new material has consisted of sentence patterns, new songs and stories. The girls themselves have prepared visual aids for teaching and have taught many games and activities. We are very pleased with the results of our first year of teaching. These are young children and we do feel that a great deal of their ability to speak and understand some English is due to your project.
I am sure that you will want to know if we had problems of any kind and also if we have any suggestions which might improve

the further development of the project. I will endeavor to relate to you some of our experiences.

1. We found that the words bed and bird were too easily confused to be taught together. The children who speak Spanish have a great deal of difficulty in pronouncing the word bird correctly and we believe that it would be better to introduce this word at a later date and to substitute something else, for example box in the first lesson.

2. We felt that there should have been more songs and physical education activities introduced during the first 24 units. This may have been due to the fact that our classes were from 40 to 50 minutes long and the small children tired of the figures so that it was necessary to use more activities. The girls themselves found additional songs and activities in order to supplement the ones included in the project.

3. We found it much more satisfactory to place the shapees in plastic bags and to give an individual bag to each child. This way there was less confusion on the tables and we found it avoided many difficulties.

4. We felt that more useful sentence patterns could have been included in the first unit. Children at this age learn vocabulary very quickly, they knew all the words within a month. If there had been additional sentence patterns, such as: The boy is in the car, She has a red dress, etc. we think the children could have learned them easily and these would have aided their ability to converse.

5. The song "I Have Two Hands" was one of the songs that the children liked best. We taught it by dramatization and they learned it so quickly. "Hello Mary" was also very popular. When given a choice as to what they would like to do first, they chose these songs or the shapees.

6. We felt that the choice of verbs, that is, Make, Get, Take, Give, Find, Need were not easy verbs to teach. It was necessary to use a great deal of dramatization and also to translate into the native language (which we prefer not to do at any time). It might be that See, Look for, here is, or something of this sort could be substituted and these verbs would also facilitate sentence patterns.

We are most grateful for the portable record player, without which we would not have been able to use the songs since the only one available was too large to take over to the Anexo for each class.

We are teaching English now in all grades of the Primary School for 3 classes each week so have an excellent opportunity for trying out new materials. There is no doubt that six years old is a perfect age for teaching a second language.

I hope that this information will be of some use to you and also if you have any questions I would be very glad to answer them.

Mother Heide hopes that you will be able to visit the classes soon and to see the results for yourself.

PERU. Report by Mother Muriel Heide:

We finally received the Teacher and Pupil Materials for Units #25-50, but only at the end of November; there was no duty on them this time. School closes on December 11th so that we shall try them out next year.

We were sorry that they did not include more songs; the children just love them and we use them right up through High School. The most popular were: HELLO MARY; GOODBYE JOHN and I HAVE TWO HANDS. They loved the physical activities games too and we hope that you will have more songs for us next year; perhaps an alphabet song and some phonic songs. As you know, the J, Th, and Y sounds are very difficult for them.

The names of the two teachers who used the TESL materials are: Miss Tania Martinic and Miss Edith Zamudio and they used them successfully and were pleased with them. Mrs. Chavez has written you more in detail.

We will have our first graduation in the English Department on Friday; just four out of the original eight, but there are 48 now in the whole Dept. so we are growing and experimenting. We have 8 girls going to the States on Scholarships on December 14th till June. Two of them will be at our Jr. College, Duchesne Residence School at 1 East 91st Street, New York City, from January and I will have them get in touch with you; they are Dora Maldanado and Juana Centana, both Third Year Students.

CHOCTAW INDIAN RESERVATION. Report by Dorothy Ware:

I. Adaptations of Materials:

In most every unit I have found it necessary to use some chart work. This may be either on the chalkboard or chart paper. In some instances the actual objects are used. At other times pictures or other objects are used to make the concept more meaningful.

English: In Unit 12 we used books, blocks, pencils, boys, girls and chairs to show the plural form and also the adjectives of size (big and little). In the units where the pronouns I and You, We and You, and They and Us are used, we spent quite a bit of time in drill. I had each team hold hands and point to themselves while saying, "We" or "Us", then pointing to the other team and repeating "You" or "They". I would then stand beside one team, point to one team, and have them respond with the pronoun they should use. I also use the cards for short drills. I simply draw a card and ask the children to tell me what I must say if I get this card.

II. Children selecting shapees and cards:

I am using plastic freezer containers to store the shapees. A pint container holds all of one shape and color. On the outside is pasted a picture of the shapee in the color it contains. The children can tell at a glance which pieces are inside. Charts 8" x 12" have been made for the first 100 lessons with the shapees cut from colored paper and the number showing how many are needed for a game. Children can easily select the shapees needed and replace them when the unit is finished. The containers are kept on a movable book case in the room. I have not discarded the boxes, but this has worked very well.

I have filed the cards in one container also. They are arranged in alphabetical order. All colors are under the same name, e.g. under birds, you would expect to find all colors and sizes. As yet, I have not been able to have children select or replace the cards.

In games where we have had special difficulty as in the a/the concept, I have found it helpful to have the entire group sit by the table so that they are able to see the action rather than dividing into three groups. The two extra groups act as an audience to listen for mistakes. This gives me an opportunity to correct mistakes the first time they are made before a habit is formed. This also keeps the entire group alert to watch for mistakes and makes the one who is speaking more careful. By the time the last group plays they are fairly familiar with the patterns. I use the best group first and the slower ones last.

I have found that a paper plate can be used very well as a container for the objects used in games where a child selects something as his partner tells him. The game starts with the cards in front of A1 and the plate in front of A2. When the A team has completed the action called for the cards are passed to B1 and the plate to B2, etc. There is no confusion caused by reaching or standing to get the needed object. It also helps to keep the children "on their toes." They are reminded that it is their turn to do something.

If a certain number of rounds are required to complete a game, I give B2 a small piece of paper and a pencil. Each time he has a turn he makes a small mark to show it. When he has three marks it means that everyone has had three turns. In this way they have no trouble remembering which round they are on.

Playlets:

I have used the older and less shy pupils to demonstrate the playlets. In a short time the smallest children volunteer to "act" the parts before the entire group. We have used objects other than those suggested as props. The children have enjoyed selecting objects to be used.

CHOCTAW INDIAN RESERVATION. Report by Ivon McNair:

The playlets are used in many ways in my room.

I have noticed a carry-over on the playground and lunchroom.

They are speaking to teachers on the ramp and playgrounds.

They feel sure of themselves.

They have a good understanding of Hello and Good Morning.

I have had a big carry-over after Pre-Playlet No. 18 on the playground, lunchroom and classroom activities.

When someone gets hurt on the playground, I have noticed the children saying they are sorry. One child had a headache and went to the clinic. One child at her table said, "Oh! I'm sorry," etc.

One playlet has helped to teach the six year olds parts of the body in English.

In a sharing period one morning, a six-year old told about her mother being sick and had to go to the hospital. One child immediately said, "Oh, I'm sorry your mother is sick."

They are always losing a pencil or something. When someone finds it, they always say, "Here it is."

I have added examples such as these:

Teacher: "Margarite, can you tie your shoes?"
Student: "Yes, I can." "No, I can't."
Teacher: "Janinie, you have on a pretty dress."
Student: "Thank you, Mrs. McNair."

NIGERIA. Report by Richard and Antonette Port:

The TESL materials have been in use in class Primary II at the Ansar-U-Deen School in Aiyetoro, Western Nigeria since May 23, 1965. On May 12, as classes were resuming after the vacation, we approached the headmaster, (everything must go through the headmaster) told him about the project, and showed him the materials. He was captivated by the shapees and couldn't keep from playing with them during our conversation. The headmaster took one box of shapees and the printed instructions home with him. He wanted to look them over more thoroughly before they were adopted in his school.

One week later on May 19, Richard, the headmaster, one of the Primary II teachers and I had a meeting to discuss the use of the materials. We found that the headmaster had studied the materials carefully and has explained them to the teacher. We went through the first presentation and the first activity. There was no hitch--the teacher understood everything clearly. Since this is a culture where children do not have the opportunity to play with toys and judging from the headmaster's reaction as an adult, we thought it might be a good idea if the children just handled the shapees and played with them once before attempting the first lesson. It was decided that the first lesson would take place on Monday after the children had had an opportunity to handle the shapees on Friday.

I'm not sure how much of what follows is going to be relevant because you have already rewritten some of the materials that are being used here. Some of the problems that have come up may already have been solved. However, these are my impressions so far.

Everything went very smoothly for awhile. The teacher had absolutely no trouble following the presentations. She even added in any little action that she thought to be helpful. At first, the presentations took the entire thirty minute English period because:

1. It took the children a long time to make the shapee objects correctly. (They had never played with "put-together" things before.)
2. The teacher walked around the room looking at every student's boy, bed, etc. It was a while before she realized that if she asked them to hold their objects up for inspection, she could tell at a glance whether they had made the right object.

At about lesson #3 the presentations started averaging less than thirty minutes, and the teacher, rather than go on to the activity which she knew would take longer than the few minutes that remained to the period, wanted to go to the next presentation and do that activity later. I explained that it was not possible to go on to presentation #4 without doing activity #3 because they were both parts of the same lesson. I had to assure her that the activities were a very important part of this English program.

If there are going to be any teacher's notes with the materials, the relationship of the activities to the presentation and to the entire program should be brought out clearly. Also, it would probably lessen the danger of activities being omitted if presentation #1 was followed immediately by activity #1 on the mimeographed sheets instead of being distributed in two separate bundles.

The presentations now take about 20-25 minutes and usually go extremely well. (They are up to #7). The way in which they are written (teacher says . . . . teacher does . . . class says . . .) gives the teacher a great deal of confidence.

A word about the teacher. She is young, untrained and inexperienced, but this is not an unusual thing in Nigerian primary schools or in primary schools in all of West Africa for that matter. I think the problems she has with the materials will be an indication of the problems a large percentage of the primary school teachers will have. The other teacher who will begin to use the materials soon in the other Primary II class has a little more training and a little more experience. It will be interesting and revealing if she has the same problems.

The following are some of the problems that have come up with the activities:

1. A big problem seems to be the cards. These children go through the entire bundle one by one looking for what they need, and this generally consumes about 10 minutes of the class. I know this has come up before, and you probably have a solution by now. If not, how about grouping the cards into bundles of 10 that can be used for two or three activities? Going through 10 cards every two or three activities wouldn't take so much time. (Teacher usually ends up going around to most of the groups helping them to find the cards they need.)
2. At first, the teacher didn't want to spend much time on the activities. After the students had done the activity for a few minutes, and she had observed one or two groups, she would decide that "they had mastered it" and she was ready to go on to the next lesson. Now that she realizes that they are as important as the presentations, she has the students do the same activity for two or even three 30 minute periods if she feels they haven't got it. Unfortunately, this seems necessary. The students have not yet been able to grasp the activity by just watching a demonstration group. In the first 30 minute period the teacher explains every step of the demonstration activity in Yoruba and then while the groups are performing the activity she goes around to each individual group and re-explains and re-demonstrates. Usually by the end of this period many of the students have begun to communicate. In the second 30 minute period the students carry on the activity alone without teacher direction. On one occasion when they had

not reached this stage, they continued into a third 30 minute period on the same activity.

3. There is a definite mental-fixedness which is noticeable both in the behavior of the students and the teacher. It takes a while to establish a pattern of behavior and then it is difficult to change or modify that pattern. For example, the first five activities follow basically the same format. When the teacher came to the sixth activity which is different, I noticed she wan't following the mimeographed sheet but was following the same format as the previous five. Either she just assumed that they were all going to be the same and stopped reading the mimeographed sheet or she just never understood the activity and fell back on what was familiar to her. I suggested that she might try to do the activity herself and check out any difficulty with me before class. She had difficulty also in understanding #7.

There is a definite time lag before the students master the patterns. For instance in activity #2 they were still say "make a . . . " when they should have been saying "take a . . . ." In #3 they were saying "take a . . ." when they should have been saying "give me . . . ." I thought at first that they had not understood the meanings of "make a . . . ," "take a . . . ," etc. and asked the teacher to go back to the presentation. The students did seem to understand and make the distinction during the presentation, but when they went back to the activity, they still slipped into the wrong pattern. Once a habit has been established it seems difficult for them to move on to the next pattern. This is one of the reasons why the teacher keeps them on the same activity so long. On the other hand, although it may take two or three days, they _do_ acquire the pattern and _can_ communicate.

I have observed almost every class in which these materials have been used. I remained an observer until lesson 6. In both lessons 6 and 7 I have had to go through the demonstration of the activity with the teacher as she just doesn't seem to grasp the directions.

I don't have any of the supervisor's reports yet so I don't know whether I'm looking at the right things. However, I hope some of this will be helpful.

One comment on the school's report--not only did these students have difficulty in making an understandable difference between "bird" and "bed" but also between "boy," "bird" and "bed" at the beginning. It is also my impression that there are still a few students who have not succeeded in making this distinction.

Comments on the Materials

Lesson #4--Activity asks for two of each picture card. There are only one each of this type in the kit. The class used the activity with only one of each card and it worked out well.

Activity #7--says "each player draws 4 cards from set #1--there are only 12 cards in set #1, so she had them use 3 each. It still worked out.

In description of play there is nothing to show that this activity is a choice between "give me" and "give John." Only _give me_ is indicated. Shouldn't it be stated somewhere that if A-1 doesn't need the pictured item he should say "give John"?

Teachers' Comments on the Records
1. They both prefer the black disc to the blue one.
2. Surprisingly enough, neither teacher could hear any appreciable difference in the pronunciation on the two records. Therefore, they couldn't make a choice. To them it is the same.
3. Both feel that songs such as these are very helpful in teaching English. They now use only these records in their singing period once a week.
4. The songs they feel most effective are: (not necessarily in this order)
    a. I Have Two Hands
    b. You Have Two Hands
    c. I Have Ten Fingers
    d. You Have Ten Fingers
    e. Hello Mary
    f. Goodbye John
    g. Yellow Horse
    h. To the Market

The song they feel is the most ineffective is MAKE A FLOWER. Both teachers agreed that the same words to a different tune would make all the difference. (Too oriental for this group--also, the music is much too loud and drowns out the words.)

TWO LITTLE APPLES was changed to TWO LITTLE MANGOES but the students were still unable to learn it. I think the problem here is fitting the words to the music. The teachers couldn't get the students to unstress and swallow syllables; nor could they themselves.

The teachers feel I'M A TEAPOT is ineffective also. The children have been unable to learn this song and I haven't yet discovered why.

5. When asked if they would change any of the words or add any new ones they suggested that the names Mary and John be changed to something more local like Dele and Wale.

NIGERIA. Report by Richard and Antonette Port:

Mrs. B. began using the materials on Monday, July 26, 1965. She has more teaching experience than Miss A, is more organized and better able to handle her class. Up to lesson six, she was able to do both the presentation and the activity in the thirty-minute English period, although I think that she may be providing additional "practice" time for the materials when I'm not around. The first few lessons went all too smoothly. This group of children didn't seem to have any problem in putting shapees together in what was presented to me as their first lesson.

For this group we separated the cards the students would need for the first seven lessons so they would not have to go through the entire bundle one by one. It saved a lot of time. Only at unit four when the children had to find cards showing two different objects (house and boy, house and bird) did they have difficulty. Interestingly, between bird and boy on the wall chart. (sic)

We corrected activity #4 as I mentioned on report #1 and Mrs. B had no difficulty with it. In fact, units 1, 2, 3, 4 and 5 went extremely well and no activity had to be repeated. Mrs. B had

had no difficulty with it. In fact, units 1, 2, 3, 4 and 5 went extremely well and no activity had to be repeated. Mrs. B. had difficulty with activity #6 as did Miss A. The words "random" and "lap were unfamiliar to her and she just did not seem to understand the "description of play." (Perhaps the activity is more complicated than it needs to be.) She also had some difficulty with activity #7. However, she did not give up. She went through the demonstration group herself and asked me questions when she couldn't go on. She seems to have more confidence than Miss A. I am pleased to find that I have been able to remain more of an observer in this class.

I am convinced that there should be set of teacher's notes or some sort of an introduction to these materials so that some of the mistakes that Miss A made are not repeated. Before Mrs. B started using the materials, I gave her a little pep talk in which I emphasized the following points: (mistakes that Miss A had made)

1. The activities are as important as the presentation.
2. The activities are based on competition.
3. The students must be discouraged from using Yoruba during the lessons.

The result has been a much smoother operation, and though some of the students have not grasped the team concept and the idea of competition fully, many of them were competing by activity #7.

The time lag between presentation and mastery of patterns showed up in this class, too. They also were saying "make a" when they should have been saying "take a." In addition, this group, unlike the first, did not make the color discrimination between red and blue right away. They seemed to have more difficulty in making an understandable difference between the words "boy-bird" than between "bed-bird."

Two new children walked in at unit five and were not able to discern shapes well enough to make the shapee objects.

NIGERIA. Report by Richard and Antonette Port:

Unit 8
Number of lessons spent on unit: 2 thirty minute periods
Difficulties in the materials: This activity was corrected as mentioned in an earlier report on Miss A.
Student difficulties: The students had no trouble following the mechanics of the activity. In this class as in Miss A's the spinner seemed to encourage competition. Many students had difficulty saying the pattern (red bed and red car).
Teacher difficulties: None. Mrs. B was able to handle the entire lesson herself.
Unit 9
Number of lessons spent on unit: 3 thirty minute periods.
Difficulties in the materials: The activity was corrected as mentioned in an earlier report on Miss A.
Student difficulties: The students found the mechanics of the activity difficult. The aim, "For any 2 pupils to get as many objects as possible," was also confusing. The students didn't know

where to put objects or who got credit for it. Students were, however, communicating by the third lesson spent on this unit.
Teacher difficulties: Mrs. B misinterpreted the use of the color cards in the activity. She thought each student was to receive one. When I looked at the mimeographed sheet, I could understand why. One of the items listed for the activity was: "a color for each student." The word color here should be qualified in some way as it does not refer to the color cards. Also, she did not rotate the pupils so a different pupil would become the leader.

Unit 10

Number of lessons spent on unit: 2 thirty minute periods.
Difficulties in the materials: The materials were corrected as mentioned in Miss A's report. The pattern was corrected to read:

GIVE	ME	A	RED	CAR.
	JOHN		BLUE	HOUSE
				TREE

Student difficulties: The students seemed able to handle the contrast John/me fairly well.
Teacher difficulties: Mrs. B had difficulty setting up the demonstration group. She was not sure what to do with the picture cards.

Unit 11

Number of lessons spent on unit: 3 thirty minute periods.
Difficulties in the materials: The activity was corrected to read: "B-2 gives A-2 a car." since the other class had such difficulty deciding who to give the objects to.
Student difficulties: Most of the students did not make a distinction between a/the. Unfortunately for our purposes that didn't interfere with communication. Whether they said "a car" or "the car" didn't matter. They still gave each other one car.
Teacher difficulties: Mrs. B had difficulty in understanding what cards were needed for the activity. She thought that "2 cards showing a car on each card" meant cards with two cars on them. I'm not sure if things like that can be made any simpler but it is becoming more and more obvious that these two teachers don't always understand what they read. Maybe we could number the cards as we do the spinner covers. Then all they would have to look for is a number.

Unit 12

Number of lessons spent on unit: 2 thirty minute periods.
Difficulties in the materials: The activity called for eight cards, but each child (except the leader) was to draw three. One more picture card was added to make this possible. The objects were put on the leader's lap out of sight in order to force the distinction between "give us/John." This helped a great deal in establishing the concept of us as referring to the group.
Student difficulties: They were able to do the activity fairly well after watching the demonstration group.
Teacher difficulties: The teacher had difficulty following the description of play. I helped her set up the demonstration group.

Unit 13

Number of lessons spent on unit: 3 thirty minute periods.
Difficulties in the materials: None.
Student difficulties: Most were not saying "s" on the plural even

after the third lesson. However, they were able to handle it during the presentation.
Teacher difficulties: None. Mrs. B chose to repeat the activity because most of the class were not making the singular/plural distinction.
Unit 14
Number of lessons spent on unit: 3 thirty minute periods.
Difficulties in the materials: None.
Student difficulties: Most students had difficulty in using big/little. They seemed to want to say the color of the objects. The singular/plural distinction is still difficult for many.
Teacher difficulties: Mrs. B had difficulty following the "starting position" diagram.
Unit 15
Number of lessons spent on unit: 3 thirty minute periods.
Difficulties in the materials: None. They didn't use boxes but put eight separate piles of objects on the desk as the first class did.
Student difficulties: This group also is having difficulty with the pronunciation of tree. Some are still struggling with the big/little distinction and some are reversing the order of the adjectives.
Teacher difficulties: Mrs. B was able to set up the demonstration group herself. I notice that she, herself, says blue big sometimes instead of big blue.
Unit 16
Number of lessons spent on unit: 2 thirty minute periods.
Student difficulties: Most of the students had difficulty with the length of the pattern. They wanted to say "Take two red beds" instead of "Find the red beds and take two." Most are saying "s" on the plural now.
Teacher difficulties: She did not set up the demonstration group correctly and the activity broke down. She hadn't used the correct number of cards. Everything went very smoothly after the correction was made.

NIGERIA. Report by Richard and Antonette Port:

Both the teacher and the students are still very enthusiastic towards the materials. The teacher often chooses to go over the English period into the 15 minute recess without a word of complaint from the class. Pupils in the other primary II class stand at the door and enviously watch during this recess. The novelty has not worn off. The children who are regular in attendance are progressing beautifully. I remember one girl in particular who was definitely "slow." In the first few weeks she was always lagging behind the others in her group; now she is on a par with most of the other pupils.

Unfortunately, Miss A has not yet been able to do the activities without my help. I deliberately refrained from giving her any help on activity #12 because it was so similar to #10. Though the students had no more difficulty with this lesson than they had with others, she put this one on the report as the one the students had most difficulty with. I'm afraid it's the one she had most difficulty with.

The presentations are still going extremely well, but most activities are being repeated two times. The students are beginning to grasp the concept of competition. In fact, the spinner proved very helpful in this respect.

In case no one has mentioned this before, the cards are transparent. Students opposite the speaker can see what he is going to say. Maybe the final version can be put on a heavier cardboard.

Comments on the School's Report

Part I, #3 and 4

The number of groups and membership of each group varies quite a bit from day to day because of irregular attendance. Students just seem to come and go. Some are absent for weeks and then suddenly turn up again.

#5. I feel that students have experienced equal difficulty with units 10, 11, 12 and 13.

#6. Not many shapees have been "lost" but students do not put pieces back into the right sections of the box. Consequently, when they go to make objects in the next presentation, the pieces are so mixed up they can't find anything.

Part II, #1

Students did not always succeed in making the plural-singular distinction. In fact, some still do not make the distinction now after three teaching units.

Comments on Specific Units

Unit 8

1. It was interesting that during the presentation of this unit the students anticipated "blue" car as soon as they had made a red one. Before the teacher had a chance to say "Make a blue car" they had started making and saying "a blue car."
2. The activity calls for five of each object. There aren't enough shapee pieces for five of each. They made four of each and it seemed to work out.
3. The picture of the spindial cover on the mimeographed sheet does not match the actual cover #1.
4. The spindial was extremely effective. The first sign of competition emerged through the use of the spinner.
5. In the description of play it is not clear what triggers John/me. Perhaps a sentence or two could be added indicating that A-1 wants only red; if it comes out to anything but 2 red objects, say: "Give John."

Unit 9

1. The directions call for two of each card with two colors on it. These cards don't exist in the kit. There are cards with only one color on them and there is only one of each card. The teacher used what was there and had the players draw two color cards in order to make the color combinations needed. It worked out pretty well.
2. The students found it very difficult to keep track of who got credit for the object.

Unit 10

1. I think there is an error in the presentation. The pattern is:

Give	us	a	red	car.
	John		blue	house
				tree

The presentation never mentions us. It contrasts John/me. The activity uses John/us. (#12 uses the same pattern. Which is correct? Should #10 be John/me?)

2. The directions call for two sets of cards 3 of each picture in each set. The kit only has 3 of each picture; 2 sets of 3 each were impossible. The teacher used 1 set of 2 of each picture and 1 set of 1 of each picture. Instead of each pupil drawing 4 cards, they could draw only 3. It didn't seem to matter.

3. They did not use frames because they didn't have any. The students just placed the cards in front of them on their desks.

4. A large box is mentioned as a necessary item but it never mentions what to use it for. This disturbed Miss A.

5. The children found the concept of Us referring to the members of a team difficult.

Unit 11

1. Most students were not able to make the distinction between a/the.

2. the tree--a real pronunciation problem. The students have the usual non-native speaker's problem with the English th and tr cluster is especially difficult i) because it is a cluster and ii) because their t is unaspirated and their r is flapped.

3. The students found it very difficult to keep track of which player to give the objects to. The description of play reads: A-1 picks up one of his cards, shows it to B-1 and says to B-2--Give John a car. Who is John? A-2? or B-1?

Unit 12

1. There must be some mistake between this and #10. The presentation is the same as #10. The activity is also similar. The sentence pattern is identical to that used in activity #10.

2. The children did not use frames because we didn't have any. It didn't seem to matter.

3. The children still found the concept of "us" difficult. I think it may be due to the fact that the concept of teams is still not firm yet.

4. There is a misprint on the mimeographed sheet. In the description of play the red dish should be the red tree.

Unit 13

1. The students did not get the concept of plural.

2. ^{1}Take ^{2}the ^{3}trees.--3 different pronunciation problems. #1 comes out unaspirated; #2 comes out /d/; #3 comes out something like /dr/.

3. Some students were saying give as in #12 instead of take.

Unit 14

1. The lag between the presentation and the mastery of a pattern is still apparent. The students did not get the distinction between big/little this time, but some are beginning to say s on the plural.

Unit 15

1. A few are still not saying s on plural. The teacher doesn't always say it either.

2. The teacher couldn't get enough boxes so she had the students

put the objects in eight separate piles on the desk.
3. The students had difficulty in saying two adjectives in the correct order but can now contrast big/little. Sometimes little red comes out red little or they omit one of them.

NIGERIA. Report of Richard and Antonette Port:

Unit 16
Miss A had some difficulty understanding the "description of play." Once the activity got under way, it went well. However, most of the students were stumbling over the pattern because of its length.

There is a misprint on the sheet. The pattern reads:
Find the red and take one. (The words "beds" have
blue two ("cars"
three (been left out.

Unit 17
Miss A did go through this activity without any help from me. (It's very similar to #16.) Almost all the students are now adding "s" to the plural of words and not as many stumbled over the lengthy pattern. Practically the entire class had difficulty in distinguishing the color green from blue.

Unit 18
Miss A had a great deal of difficulty with the activity in this unit. Most of the problem was caused by the fact that the activity called for two sets of cards of #1 and 2 and four of each in each set. There is only one of #1 and one of #2 in the kit. Using only one set of cards and only two cards in the set destroyed the activity. There was no choice of pattern; it always came out the same. Miss A tried adding in #3 and 4 on the second day they used the activity. It helped but it was still not satisfactory because there was only one set of cards. However, the students found the length of this pattern extremely difficult.

Unit 19
This unit went over exceptionally well. Miss A had absolutely no trouble with any part of it. The students found the shorter, simpler pattern a welcome respite after the long ones. Some students still had difficulty discerning "green."

Units 20 and 21
These units went extremely well also. The simpler format has increased Miss A's confidence. In activities #19, 20 and 21 the students were able to carry on the activity by themselves after the first demonstration. This hasn't happened in a long time. It was not necessary to repeat any of these activities. The only problem that came up was that some students had difficulty deciding which was a flower and which was a tree on the spinner cover. They didn't have any trouble discerning these shapes on the wall chart or in the objects themselves.

I would encourage our writing team to make more use of the spinner in the activities. More than half of the class is competing now and I feel the spinner has been very instrumental in this respect. Both Miss A and the students find the activities using the spinner much easier to understand and follow.

The record player and the records were enthusiastically received. The two primary II classes take their physical ed. and singing periods together out in the schoolyard. The first time we used these records, the primary VI teacher came over and asked if his class could join us as he felt they could benefit by it. Well, just about the whole school became involved and now you can hear children singing "I Have Two Hands" everywhere in the village. They haven't used the new record you sent yet as it came during vacation.

NIGERIA. Report of Richard and Antonette Port:

Miss A's class is now on unit 32. At this rate I would estimate that her class can probably get as far as unit 45 by the end of this term. She still averages two thirty minute class periods on each unit. It takes the first thirty minute period to do the presentation and set up the demonstration activity. In the second thirty minute period the students do the activity by themselves. If they are still experiencing difficulty, Miss A has them repeat the activity for another thirty minute period.

Mrs. B's class is at unit 17. I expect she will be able to get to unit 30 by the end of the term. She is also averaging two to three thirty minute periods on each unit. She is able to go through the presentation in about 15 to 20 minutes without any difficulty. But in this class, as in Miss A's class, finding cards takes a good deal of time. (Cards were set up in a smaller group up to unit 8 only.)

My impression so far is that many of the activities are far more complicated than the language they are practicing. There are times when the students and teacher cannot get through the mechanics of the activity to the point where they can meaningfully practice the pattern. This happened particularly in units #28, 30 and 31 in Miss A's class and in units #9 and 14 in Mrs. B's class. Often times that third thirty minute period is necessary because the students have not been able to master the mechanics of the activity well enough to make communication possible.

I strongly suggest again that when our writers are writing activities, they consider the possibility of utilizing the spinner. So far the activities involving the spinner have been very effective because they are simpler in format and allow the language that the students are practicing to take precedence. And, not to be forgotten, the spinner apparently encourages a spirit of competition in a way that the cards do not.

I would also suggest that in activities where it is not feasible to incorporate the spinner, our writers take nothing for granted and give explicit directions in very simple language as done in the presentations. (A-1 does . . . . A-1 says . . . . A-2 does . . . .) Most of the primary school teachers themselves have had little more than a primary school education and their reading comprehension level still leaves something to be desired.

In spite of the difficulty Miss A and Mrs. B. occasionally have with the materials, they are still very enthusiastic about them and the method. They both feel that these materials are a great improvement over the way they had been teaching English before. What I find most encouraging is that in spite of teachers whose background in English is not adequate and even though it does sometimes take three thirty minute periods, the students are able to use the language and communicate successfully in each activity. These students have come a long way from "good morning, goodbye" (the two English expressions they knew at the beginning of this school year) and it is amazing how much English they can now use after such a short time.

Unit 22

Number of lessons spent on unit: 2 thirty minute periods.

Difficulties in the Materials: None.

Student Difficulties: None. They seemed to understand the meaning of NEED with very little difficulty.

Teacher Difficulties: None.

Unit 23

Number of lessons spent on unit: 2 thirty minute periods

Difficulties in the Materials: None.

Student Difficulties: I now notice that some students are having difficulty in pronouncing green (they omit the "r" and nasalize the whole word). Most of them also find the syllabic plural very difficult to handle.

Teacher Difficulties: Hardly any. She did the demonstration group without help from me and found it easy. The only problem was the aim. At first, she had them keeping the objects instead of picture cards.

Unit 25

This unit was discarded. Refer to my last letter.

Unit 26

Number of lessons spent on unit: 2 thirty minute periods.

Difficulties in the Materials: The picture cards in the activity did not match what was in the kit. The following changes were made.

b.	two little red dogs	two little blue dogs
e.	four little yellow birds	four little red birds
g.	four little blue trees	four little red trees
h.	three little yellow birds	We couldn't replace this with anything we had in the kit.

The only cards showing 3 objects are dresses and houses and they provide no contrast for big/little.

Student Difficulties: Some students (notably those that have been absent for awhile) were having difficulty with putting "s" on the plural. Most students wanted to say number, size and color here. (Pattern was number, size only)--and naturally couldn't put them in the right order.

Teacher Difficulties: Miss A needed some help in interpreting the "starting position" diagram. She was able to handle the activity fairly well.

Unit 27

Number of lessons spent on unit: 2 thirty minute periods.

Difficulties in the Materials: The vocabulary was changed in order to match the picture cards in the kit. Instead of bed, ball, dog and tree the words house, dress, dog and tree were used as the only cards in the kit showing three objects are houses and dresses.

The activity called for the use of spinner cover #5 which we don't have. The spinner was used without a cover. If zero fell on the side of the person spinning, he said WE; if on the other side, he said THEY.

The description of play was incomplete. It went as far as:

4. A-1 turns over one card in his first frame (3 houses) and one from his second frame . . . ." I finished it off like this . . (four dogs)
   and says: WE NEED 3 HOUSES AND FOUR DOGS.
   A-2 gives him the objects.
5. B-1 spins the spinner (zero falls on A's side). B-1 turns over 2 cards on A's frames and says: THEY NEED . . . . B-2 gives A's the objects.

Student Difficulties: Students wanted to say YOU NEED for opposite team instead of THEY NEED.

Teacher Difficulties: Miss A found the description of play confusing but was able to do the demonstration activity herself after a little explanation from me. Point #1 on how to set up the starting position seemed to be the only part that was really confusing her.

Unit 28

Number of lessons spent on unit: 3 thirty minute lessons.

Difficulties in the Materials: Vocabulary was changed to match the cards in the kit. The colors yellow and blue and the word dress(s) were added to the pattern. The activity called for the cards in column A, we used those in column B.

A	B
a green bed	a green dress
a red bed	same
three green beds	three green dresses
two green cars	two green dresses
two red cars	two yellow dresses
a green car	same
	a blue car

Student Difficulties: The students found the activity very complicated. The concept of he as someone other than themselves or their team mate didn't seem to be clear to them. They couldn't keep track of who to speak to or give objects to. Sometimes the person they were calling HE was a girl and this confused them also. Miss A says they already know the HE/SHE distinction and wanted to include SHE in the pattern. I suggested she try it with one group but it only added to the confusion.

Most of the students were having difficulty with S on the end of NEEDS.

Teacher Difficulties: Miss A did not understand the aim or maybe she didn't read it. She had the students continue playing after a player had no more objects and was calling the player with the most objects the winner.

Unit 29

Number of lessons spent on unit: 2 thirty minute periods.

Difficulties in the Materials: The kit did not include a picture frame with a stick boy and girl drawn on it. We used a shapee boy and girl instead. We had to omit the picture card THREE BIG DOGS and changed TWO LITTLE TREES to TWO LITTLE DOGS to match what we have in the kit.
Student Difficulties: The students had difficulty in attaching HE/SHE to shapee boy and girl. They wanted to give their objects to other players. They felt HE and SHE referred to themselves as players. (This was due to Miss A's misconception.) Only a few are still having difficulty with S on the end of NEEDS.
Teacher Difficulties: Miss A didn't quite understand what the shapee boy and girl were for and consequently the students had trouble putting their objects in the right place, but they knew that HE was for boys and SHE for girls and communication did take place.
Unit 30
Number of lessons spent on unit: 3 thirty minute periods.
Difficulties in the Materials: Vocabulary was changed to match cards in the kit. BALL was changed to HAT (no picture cards showing BALL).
Student Difficulties: Students found the activity complicated. They weren't able to switch the shapee boy and girl successfully on to the opposite team. They didn't check to see who had the object on the card they picked and thus they couldn't use HE/SHE/I/YOU meaningfully. It seemed there was too much to remember in the mechanics of the activity.
Teacher Difficulties: Miss A didn't understand the description of play and was unable to set up the demonstration activity.
Unit 31
Number of lessons spent on unit: 3 thirty minute periods.
Difficulties in the Materials: Instead of frames the picture cards were placed in front of students on the desk. There were two changes in the vocabulary--BALLS BIRDS (the kit doesn't contain any picture cards for BALL) and HATS DOGS (the kit has cards showing only one hat; we needed at least two.)
Student Difficulties: Most could not follow the mechanics of the activity at first. Therefore, they were not able to use the pattern meaningfully. They couldn't seem to remember to check their own and their partners' picture cards before speaking. However, they were able to handle the pattern and communicate by the end of the third lesson.
Teacher Difficulties: Miss A was unable to set up the demonstration activity alone.

NIGERIA. Report of Richard and Antonette Port:

We have found the format of the revised set of materials we started using in January to be very effective. The teaching points at the beginning of each unit are excellent and the introductory unit is a fine idea! It went a long way in establishing the concept of teams early. The teachers really appreciated it though they felt that it was not necessary to make a chart. The teachers also liked having the boxes and place cards identified with a picture. They found the new format much easier to follow. They felt that the "Teacher needs" and "Each group needs" sections of the Presentation helped them to "organize the lesson." Once they became accustomed to the symbols, they had little difficulty in interpreting and following the starting position diagrams. Only one of the three teachers preferred to use the old wall chart instead of the new picture book. Generally, the three teachers did not like to use shields when they were required in an activity. They had difficulty finding something that could be used as a shield (there is a lack of books). The students' exercise books are thin and soft-covered so they didn't stand very well. They tried using the covers of their boxes, but these had to be held by one of the players. The teachers felt that the shields just caused too much confusion and wondered whether they were "really necessary." I explained why they were, but I think they only used them while I was there.

The students in class III had a great deal of difficulty with units 32-36. They were confused by the relativity of the directions RIGHT/LEFT. This was especially apparent when they reached the test unit, #40. When A-1 pointed the arrow to his left and said "Move the ball to the left," A-2 who was facing him moved his ball to the RIGHT, which was the same direction from his point of view in which A-1 had pointed his arrow.

In unit 55 the teacher herself could not make a distinction in pronunciation between COATS/CARDS/CARTS.

The students in class II this year were much slower in recognizing and manipulating shapes because they started using the materials in the first term of class II (a term earlier than last year's group). They also had difficulty with the different shades of blue in the picture cards. In Yoruba, the division in color is between light and dark shades. Consequently they felt that the light shade of blue should be called something different from the dark shade of blue. They found it strange at first to think of them as the same color.

New Card System

Even though the cards were numbered, this year's group of class II students had a great deal of difficulty finding the cards they needed for the activities. We finally devised a new card system that helped.

All the cards for one class (7 or 8 groups) were filed in numerical order in a box. At the beginning of the lesson the teacher would pull out all the cards she needed for the entire class. For example: if an activity required that each group have 3 picture cards of a red bird, the teacher pulled out 3 x 7 (number of groups in her class) or 21 picture cards of a red bird. This procedure took only a fraction of the time required under the old procedure when the students had to find the cards. At the end of the lesson the cards were returned to the box in numerical order either by the teacher or a student unless they were going to be used again the next day. Both class II teachers felt that this was an improvement and said that they would rather find the cards themselves than go through the frustrating procedure of having the students find them.

Playlets

Only one teacher, Miss A (class II), has tried the playlets in class. Her reaction has been quite favorable. They are easy to use and very effective. Both she and her class enjoy using them. At the end of this last term, the other class II teacher expressed interest in using them.

Recommendations based on this Try-out

1. If these materials are going to be used effectively in countries like Nigeria where the primary school teacher's level of proficiency in English is very low, we feel that there should be an orientation program or some sort of demonstration film for teachers before they begin to use the materials.
2. There was a drastic need here for a pronunciation model. Perhaps the patterns could be recorded on plastic discs (as the songs are). Also very simple hints on points of articulation could be included in the Teaching Points at the beginning of each unit. (For example: To help students make the TH sound in English, tell them to put their tongue between their teeth.)
3. The picture cards should be made of heavier material. The children can easily see through the ones we have used here.
4. The mechanical problem of finding cards should be reduced. We feel we have solved the problem here with the system described in this report.

One fact that should be considered in the evaluation of this try-out is that all the students and the teachers were of the same native language background. The teachers were able to explain in Yoruba anything the students did not readily understand in English. Very often the teachers explained the mechanics of the demonstration activity in Yoruba.

In evaluating the effectiveness of the materials we must keep in mind also that these particular children were unable to discriminate shapes and manipulate objects when they first started using the materials. Besides learning English they have received helpful training in discrimination and manipulation as well. The Principal, the teachers and I all agree that the children have learned more English in a shorter time using these TESL materials than students in this school ever had before. Perhaps the best compliment paid here was that of the principal of another Ansar-U-Deen school (there are a number of these Moslem mission schools scattered throughout the Western Region) who not only expressed great interest in obtaining a set of TESL materials for his school but also a willingness to pay for them.

As indicated above, the internal evaluative processes of the project included definition of the concepts to be manifested in the materials so that presence or absence of the concepts could be ascertained.

They also included eliciting involvement and reactions of professionally qualified evaluators, feedback from participating teachers, observation reports, and regular test lesson units.

Rigorous experimental studies were not attempted within the framework of the project. However, two related studies were made under the auspices of organizations or people independently interested in the TESL Project. These are reported here.

An Attempt To Evaluate the Use of the TESL Materials in West Africa

At the suggestion of the headmaster of the Ansar-U-Deen School in Aiyetoro, Western Nigeria, an oral English test was administered to three groups of primary school students at his school in order to evaluate the progress made by the classes using the TESL materials.

Group A consisted of twenty-three second grade pupils who had progressed through units 1 to 42 of the materials over a period of two school terms. Group B consisted of twenty-three second grade students who had used units 1 to 27 of the materials over one school term. Group C consisted of twenty-three third grade pupils who had never used the materials.

All three groups were administered the same test of eight patterns taken from Units 1 to 42. Since the third grade pupils had had no previous experience with the vocabulary of the TESL materials, and were not familiar with the plastic shapees, the TESL vocabulary and the shapee objects were not used. The vocabulary for the test items was restricted to common classroom objects that the three groups knew. The following is a copy of the test:

1. TAKE A RED PEN.
2. GIVE ME A BLUE BOOK.
3. GIVE MRS. ---/MISS --- TWO PENCILS AND A RULER.
4. FIND THE PENCILS. TAKE TWO AND GIVE ME ONE.
5. SHOW ME THREE GREEN BOOKS.
6. YOU NEED A LITTLE BASKET.
7. PUT THE RED RULER HERE.
8. PUT THE SHORT YELLOW PENCIL THERE.

If this experiment is repeated, I would suggest that MOVE THE LONG RED PENCIL TO THE RIGHT be added to these patterns in order to give a more complete evaluation for Units 1 to 42. The number of patterns and the patterns themselves would change, depending on the number of units the students have used.

Each of the three classes was divided between two teams of examiners. The teams consisted of one native speaker and one Nigerian teacher. In this way one half of each class was tested by their own teacher. Each team used a different room for testing. The pupils were kept out of the the testing room and were called in individually for testing. They were not allowed to leave the room once they had been tested until the entire group was finished. The test items were read to each student once by the native speaker and were then repeated once by the Nigerian teacher. The pupils were expected to respond by selecting or manipulating objects on the teacher's desk. The pupils were given as much time as they needed to make a response. The objects used were:

1 red book *
1 yellow book *
1 blue book
3 green books
1 red pen
1 blue pen *
1 red ruler

1 yellow ruler *
2 long pencils *
1 short yellow pencil
1 short red pencil *
1 large basket *
1 little basket

* = items used as distractors. In a repetition of the experiment, I would add to these two more blue books and one green book.

An evaluation of the test results has shown:

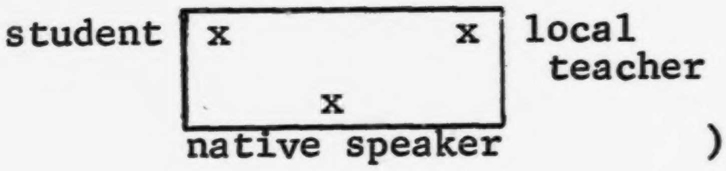
1. Both Groups A and B (second grade) averaged a greater number of correct responses than Group C (third grade).

2. Group A which had used the materials only one term and had reached Unit 27 averaged a greater number of correct responses than Group B which had used the materials for two terms and had reached Unit 42.

It was clear while observing the materials in use that Group A had a more experienced and better organized teacher. Thus as with any materials, the teacher influences the effectiveness of the materials. However, since both second grade classes performed better than the third grade class, the materials appear to be effective even with an inexperienced teacher.

It should be noted that we cannot attribute Group C's low performance simply to poor teaching, either, since half of those students had been taught the previous year by Group A's teacher.

3. Students performed better and scored higher when they were tested by their own teacher. This may be due to familiarity with their own teacher's pronunciation, a psychological familiarity or it is possible that teachers were able to give their students some non-verbal help. (Both the native speaker and the Nigerian teacher sat on the same side of the desk facing the student. Perhaps it would be better in a repetition of this experiment if the native speaker and the local teacher sat in the following positions:



).

Some Personal Observations

The students in Group C (third grade) seemed to react blindly to one familiar word in the statement. They were, in effect, word conscious. Many of them would also start to respond without listening to the repetition of the test item as though they were afraid they would forget the word they had heard. Both Groups A and B as a whole seemed to be better able to assess the entire statement. They seemed to listen, think and then act. They were structure conscious.

Average Number of Correct Responses Per Group

(Highest Possible Score = 8)

Group A	4.8
Group B	5.2
Group C	4.1

Percentage of Correct Responses Per Pattern

Test Pattern	Group A	Group B	Group C
#1	65%	57%	61%
2	61%	83%	74%
3	48%	87%	57%
4	39%	65%	22%
5	57%	74%	52%
6	78%	78%	48%
7	96%	39%	65%
8	35%	43%	30%

Average Number of Correct Responses in the Portion of Each Group Tested By:

	Group A's Teacher	Group B's Teacher	Group C's Teacher
Group A	5.6	3.7	---
Group B	4.2	6.5	---
Group C	---	3.6	4.6

Examiners: Group A's teacher and one native speaker

Test Pattern #	1	2	3	4	5	6	7	8	Total of Correct Responses
Group A									
Lamidi, B.									8
Romoni, A.						X			7
Tsitu, A.	X			X				X	5
Adewale, S.				X				X	6
Akintunde, I.			X					X	6
Alimi, I.									8
Ilusa, F.		X		X					6
Isiaka, C.		X				X	X	X	4
Bakari, B.				X					7
Ajibode, A.	X							X	6
Isiaka, O.			X	X	X			X	4
Adelakun, D.	X	X	X	X	X				3
Adelaku, J.		X	X	X				X	3
Group B									
Lamidi, A.							X		7
Adekoye, F.					X			X	6
Abiomi, O.								X	7
Sule, O.	X		X	X	X		X		3
Alani, S.	X	X		X		X	X	X	2
Alao, D.							X		7
Akoni, S.		X			X		X	X	4
Ainde, B.	X		X	X		X	X	X	2
Wahabi, O.	X	X		X			X		4

Akintunde, J.	X			X		X	X	X	3
Sinabu, A.	X			X		X	X	X	3
Fausa, T.		X		X	X	X	X	X	2

Examiners: Group B's teacher and one native speaker

Test Pattern #	1	2	3	4	5	6	7	8	Total of Correct Responses
Group A									
Aruna, J.		X	X	X	X	X			3
Ajani, Y.			X	X	X			X	4
Fatai, I.	X		X	X		X			5
Asamu, J.	X	X	X	X	X	X		X	1
Isiaka, A.		X		X				X	5
Amosa, R.					X			X	6
Sadia, L.			X	X				X	5
Kehinde, A.	X	X	X	X	X			X	2
Fatimo, G.	X	X	X		X			X	3
Abike, O.	X		X		X	X		X	3
Group B									
Dauda, A.					X			X	6
Adekanbi, A.	X							X	6
Kareem, Y.				X				X	6
Anifa, A.	X						X		6
Adeola, M.							X		7
Caleb, A.			X						7
Falilatu, A.	X								7
Ireti, A.									8
Mutai, S.	X								7
Risikatu, J.					X		X	X	5
Dupe, F.							X	X	6

Examiners: Group B's teacher and one native speaker

Group C									
Jimo, O.				X	X	X		X	4
Alani, S.			X	X	X	X			4
Olufemi, H.		X							7
Morufu, R.	X		X			X	X	X	3
Bolanle, D.		X		X		X		X	4
Rasaki, N.		X		X	X	X			4
Disu, O.	X	X		X	X			X	3
Tajudeen, S.	X	X		X	X	X			3
Sesan, O.	X				X	X		X	4
Amudatu, O.	X		X	X	X	X	X	X	1
Mulikatu, O.		X	X	X	X	X	X	X	1
Abibatu, O.					X	X		X	5

Examiners:	Group C's teacher and one native speaker								
Test Pattern #	1	2	3	4	5	6	7	8	Total of Correct Responses
Group C									
Basidu, L.	X			X			X	X	4
Bisiriyu, A.				X					7
Sumade, R.	X			X				X	5
Liadi, A.									8
Adedumo, E.	X		X	X			X	X	3
Abiola, O.			X	X		X	X	X	3
Ajoke, K.				X		X	X	X	4
Ganiu, R.			X	X				X	5
Afolabi, S.			X	X					6
Kasimu, N.			X	X	X			X	4
Nuratu, L.	X		X	X	X		X	X	2

* * * * *

Prospectus Research for Speech 690

By Miss N. Wasananan
(Student from Bangkok, Thailand)

The Problem

Does a program of communication activities added to the teacher's showing of colors and their names enable students to discriminate the colors with fewer mistakes in a post-training test than when students learn to discriminate colors through programed instruction?

The Background

Communication activities programs are aimed at getting students involved in using the language forms they learn. Students' actions and/or speech then take place. Programed instruction is essentially a self-instructional method which has been publicized as a way of getting students to gain knowledge through the step-by-step procedure. Both types of programs seem promising in supplying linguistic knowledge. But are they equally efficient? If not, which is better? My conjecture has been that the program of communication activities which generates meaningful communication actively or overtly may be more successful in enabling students to make fewer mistakes in a post-training test than when they learn by programed instruction of which the procedure of studying by one's self seems to motivate the students less, and hence it is likely to entitle them to more mistakes. This may be due to the different types of success to be realized by the participants of the two programs: one (of programed instruction) is self-approval, the other is social-approval. But the present research is trying to answer only one question, that is, which program accounts for less mistakes in a post-training test.

The Method

I. a. The program of communication activities is constructed to fit in the operational definitions as set up by the TEST Development Center, which are:

"1) the speaker is to have multiple choices of linguistic content;

2) the speaker is to participate in a situation in which he has a purpose superordinate to that of language practice;

3) only recently presented or newly learned language forms are to be used;

4) the speaker's hearers are not able to predict his linguistic choices;

5) his hearers must respond overtly to his linguistic signals by selecting one of a range of potential responses;

6) when the speaker repeatedly and consistently accomplishes his purpose without the necessity of repetition or of extraneous signals like translation, communication is to be assumed."[1]

b. Additional operational definitions used with this particular program of communication activities:

1) The program is to be used with normal students who are not color-blind and who can understand English enough to be able to attend classes at the University of Hawaii. (My subjects are East-West Center grantees: 11 Thai, 1 Chinese, 1 Pakistani, 1 American, 1 Vietnamese, and 1 Filipino, eight of whom participated in this program. The other eight participated in the lesson in programed instruction.)

2) Two students participate in the program at the same time. One is the speaker, the other is the hearer. They exchange the role after the speaker has used all the linguistic forms the programer intends to get practiced.

3) Each communication activity has to go through a procedure by which each linguistic stimulus (of the speaker) and response (of the hearer) are checked as to whether the oral stimulus matches the graphic and written stimuli, and whether the graphic response matches the graphic and written stimuli.

4) The colors and their names are taught before the activities begin.

II. The programed instruction material is set up according to the following criteria:

1. Two colors are introduced at a time (except the last one).

2. There is at least one exercise every time new colors are introduced. Each exercise contains the material of the preceding exercise plus the items just learned.

3. The material is arranged in such a way that the student can look back to be sure he does the exercise correctly, that at

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[1] Gerald Dykstra, "Beyond Pattern Practice," mimeographed sheets, Teachers College, Columbia University, n.d., pp. 2-3.

the beginning of each page there is an exercise which, after he puts down the correct answer, he can consult without having to turn to the beginning of the material. By this criterion it is hoped that the student will try to make sure that he gets every answer correct all the way through.

4. At the end of the program, all colors that have been taught are given at once, with names provided, so that the student can check his last answer against this key. If there is no disagreement, every answer must have been correctly put. If there is disagreement, there must be mistakes somewhere. The student is asked to go back to find out where he has gone wrong. By this self-correction, it is hoped that the student will learn more solidly.[1]

The Procedure

I. There are nine colors taught: fuscous, umber, sorrel, terracotta, écru, sepia, ocher, cinereous, and puce (see Appendix 1).

II. A pre-training test is given to the sixteen participants (see Appendix 1).

III. Communication activities procedure

1. The lesson of discrimination of nine colors is given first with all the colors and their names on the same sheet, then with each color with its name on each separate card, so that the student can recognize each color both by itself and among the others. Correct pronunciation of the color names is given orally by the programer right after the material is handed to the participants.

2. Two students participate in the program at the same time. Each is given a randomly arranged pile of the nine colors cards, with the color on one side and the name on the other.

The speaker chooses one color card at a time without letting the hearer see it, and calls out the color name.

The hearer looks at the name written on the back of the card which the speaker is holding, to see if the written name matches the called-out name.

If they do not match, the speaker loses 1 point. Then he is allowed to look at the name. He puts the card back in the pile.

(This is repeated if the speaker makes another mistake when he calls out the name of the next color.)

If the speaker is correct, he gets one point, and the hearer has to choose from his pile the color card which he thinks has the same name on it. Then he matches the card to the speaker's card.

If the two cards do not match, the hearer loses one point. Then he tries to find the matching card in his pile.

If the two cards match, the hearer gets one point.

The two students start the procedure again with the next color.

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[1] The ideas of how to prepare a lesson in programed instruction were given me by Dr. Paul Heinberg, of Speech Department, University of Hawaii. Later I did some reading of my own which reinforced what he had instructed me. The articles that I read are referred to in bibliographical items 1 and 8.

IV. The procedure of programed instruction

The whole lesson is prepared on sheets of paper (see Appendix 5). The student is given the whole text to work by himself and is asked to do everything as the text instructs.

(All the participants of this program eventually did all the exercises correctly after checking the last answers against the provided key, finding and reworking on the preceding mistakes. The most frequent troubles were with these colors: ecru, sepia, fuscous, and cinereous.)

V. A post-training test (on which the colors have been arranged differently from the arrangement on the pre-training test--see Appendix 2) is given to the 16 participants after two weeks have elapsed. The scores of this test are compared to those of the pre-training test. The result and its analysis are as follows:

The Result[1]

TABLE 1. SCORE DATA AND SUMS BASED ON RAW SCORES FOR ANALYSIS OF VARIANCE BY COVARIANCE ADJUSTMENTS

	Group			
	Programed Instr.		Comm. Activities	
	Y(post-tr.)	X(pre-tr)	Y(post-tr)	X(pre-tr)
	3	0	4	0
	9	0	5	1
	3	1	9	0
	3	0	9	3
	3	1	3	1
	5	3	6	1
	6	0	9	0
	3	0	3	0
Sum	35	5	48	6
Mean	4.375	.625	6	.75
ΣY^2 or ΣX^2	187	11	338	12
ΣXY	21		41	

$\Sigma\Sigma X = 11$

$\Sigma\Sigma Y = 83$

$\Sigma\Sigma X^2 = 23$

$\Sigma\Sigma Y^2 = 525$

$\Sigma\Sigma XY = 62$

$\Sigma(\Sigma X)^2 = 61$

$\Sigma(\Sigma Y)^2 = 3529$

$\bar{X} = 0.68$

$\bar{Y} = 5.18$

---

[1] The setup of tables and the formulae are from Quinn McNemar, Psychological Statistics (New York: John Wiley and Sons, Inc., 1963), pp. 265, 364, 368-370

TABLE 2. ANALYSIS OF VARIANCE FOR X VARIABLE OF TABLE 1 BY COVARIANCE ADJUSTMENTS FOR UNCONTROLLED Y[1]

	Total	Within	Between
1. Sum of products	4.94	4.13	.81
2. Sum of squares: X	15.43	15.37	.06
3. Sum of squares: Y	94.43	83.87	10.56
4. df	15	14	1
5. Correlation	.03	.115	1.038
5a. df for r	14	13	0
6. b_{xy} value	.0523	.0492	(.0766)
7. Adjusted ΣX^2	15.18	15.17	.01
8. df	14	13	1

An analysis of variance based on the sum of squares for the Xs leads to a between-groups variance estimate of .06/1, or .06, and a within-groups estimate of 15.37/14, or 1.09. The F (variance ratio) for testing the between-groups variance becomes .06/1.09, or .055, which for the given dfs is significant (or unsignificant) at the level beyond the .05 level of significance (see the F table in McNemar's Psychological Statistics which gives the .05 level of significance to the 4.60 F, the .01 level to the 8.86 F, and the .001 level to the 17.14 F). The possibility that the F acquired from the analysis of the data of certain tests can be less than the F of the table of the .05 level (which presents the smallest figure of the three level) is also mentioned by McNemar. He shows that the null hypothesis is not rejected in such cases.[2]

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[1] Formulae used for this table is included in the appendixes (#6).

[2] Quinn McNemar, pp. 248-249.

Figure 1.

TEST
(Pre-training)
FOR COLOR DISCRIMINATION

* Indicates color tone

(umber) *	
(puce) *	
(terra-cotta)*	
(sorrel)*	
(ocher)*	
(écru)*	
(fuscous)*	
(sepia)*	
(cinereous)*	

Instructions:

Put the number which is given for each color name in the box beside the corresponding color.

1. écru
2. puce
3. umber
4. terra-cotta
5. sorrel
6. fuscous
7. cinereous
8. ocher
9. sepia

Figure 2.

TEST
(Post-training)
FOR COLOR DISCRIMINATION

* Indicates color tone

(fuscous)*	
(sorrel)*	
(umber)*	
(sepia)*	
(cinereous)*	
(ocher)*	
(terra-cotta)*	
(écru)	
(puce)*	

Instructions:

Match each of these color names with the right color.

écru
sorrel
puce
fuscous
cinereous
terra-cotta
ocher
sepia
umber

MATERIAL FOR TEACHING
COLOR DISCRIMINATION
(before the Communication Activities)

C-A I

Figure 13

* indicates color tone

(umber)*	umber
(puce)*	puce
(terra-cotta)*	terra-cotta
(sorrel)*	sorrel
(ocher)*	ocher
(écru)*	écru
(fuscous)*	fuscous
(sepia)*	sepia
(cinereous)*	cinereous

Instructions:

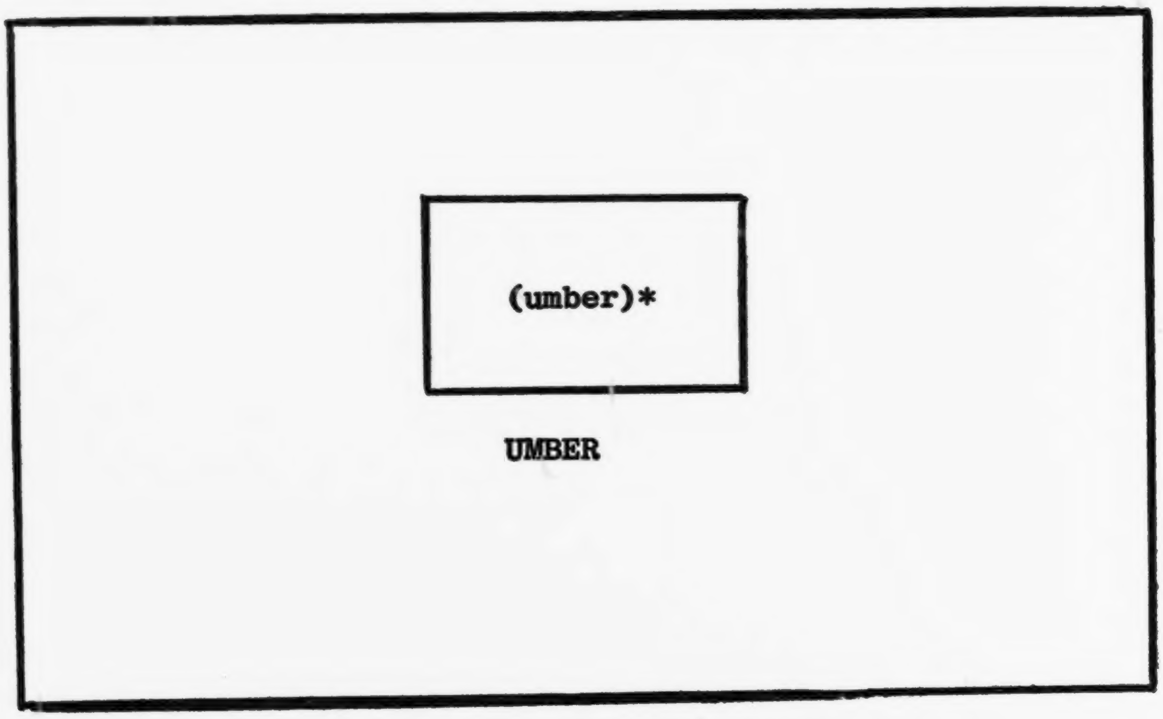
Study the following colors and their names which appear beside the corresponding color boxes.

SAMPLE MATERIALS
IN
COMMUNICATION ACTIVITIES

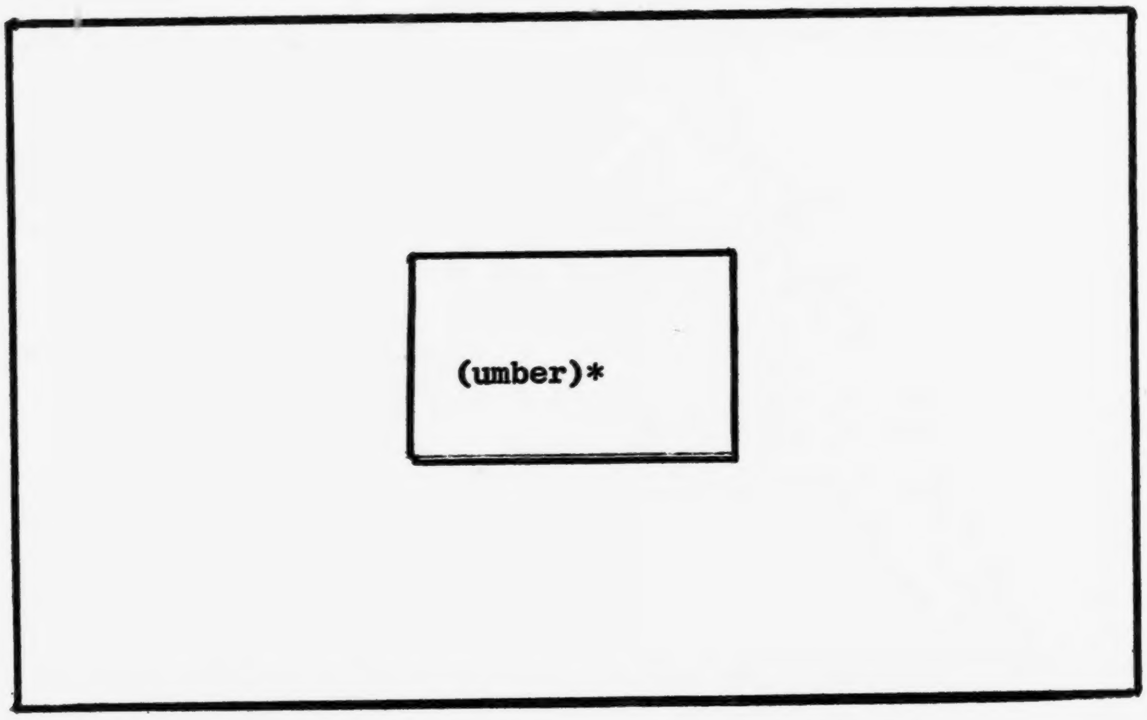
C-A II

Figure 4

* indicates color tone



Sample card: used in information-giving period



Sample card: used in the game of Communication Activities (with the color name at the back of the card)

P-
Figure 5.

PROGRAMMED INSTRUCTION IN COLOR DISCRIMINATION

* indicates color tone

Instructions:

Study each color and its name (given under the color box). You will be asked to do exercises after a couple of new colors is introduced. Follow the instruction of each exercise carefully. Do not skip steps, nor turn to a new page before you finish the page you are working on. On the other hand, you may look back as many times as you desire. (Use a pencil rather than a pen when you do the exercises.)

(écru)*	(fuscous)*
écru	fuscous

Place the given name of each color under the matched color box:

écru
fuscous

(fuscous)*	(écru)*

(sepia)*	(cinereous)*
sepia	cinereous

(cinereous)*	(fuscous)*	(écru)*	(sepia)*

Place the given name of each color under the corresponding color box:

sepia
fuscous
ecru
cinereous

* indicates color tone

P-I 3

(sepia)* (écru)* (fuscous)* (cinereous)

Put under each box the correct name of the color:

écru
cinereous
sepia
fuscous

(terra-cotta)* (sorrel)*

terra-cotta sorrel

(cinerous)* (fuscous)* (écru)* (sepia)* (sorrel)* (terra-cotta)*

Put under the correct box the name of each color:

fuscous
sepia
écru
cinereous
sorrel
terra-cotta

(puce)* (ocher)*

puce ocher

Put the name of each color under the correct box below:

sepia
sorrel
terra-cotta
écru
cinereous
ocher
fuscous

(terra-cotta)* (sepia)* (fuscous)* (écru)* (ocher)* (sorrel)* (cinerous)*

(cinerous)* (fuscous)* (puce)* (terra-cotta)* (sorrel)* (ocher)* (écru) (sepia)*

Put the name of the color under the correct box above:

écru sepia cinereous sorrel terra-cotta puce ocher fuscous

(sepia)*	(sorrel)*	(fuscous)*	(ocher)*	(puce)*	(terra-cotta)*	(cinerous)*	(écru)
1	2	3	4	5	6	7	8

Put the number given in front of the name which corresponds:

☐ puce ☐ sorrel ☐ fuscous ☐ écru ☐ cinereous ☐ ocher ☐ sepia ☐ terra-cotta

(umber)* umber

(puce)* (fuscous) (écru) (terra-cotta)* (cinerous)* (ocher)* (sepia)* (umber)* (sorrel)*

Put the name of the color under the correct box:

terra-cotta sepia ecru cinereous ocher puce sorrel umber fuscous (sepia)* (umber)* (fuscous)* (sorrel)* (écru)* (terra-cotta)* (cinerous)* (ocher)* (puce)*

Place each color name under the correct color box:

sorrel ocher puce umber terra-cotta sepia fuscous écru cinereous

---

1. Do this exercise when you finish all the preceding exercises.
2. Now that you have finished all the other exercises, study the names given under the color boxes below. See if they are given correctly by :
    a. Checking against the names given each time new colors are introduced (on every previous page); then,
    b. Checking against the names you gave the colors boxes in the above exercise. If your checking a) showas a perfect match, but the checking b) shows disagreement at some places, something is wrong with your above exercise. Then you'd better start the program again at number one.

(umber)*	(puce)*	(terra-cotta)*	(sorrel)*	(ocher)*	(écru)*	(fuscous)*	(sepia)*	(cinerous)*
umber	puce	terra-cotta	sorrel	ocher	écru	fuscous	sepia	cinerous

Appendix 6

SETUP FOR ANALYSIS OF VARIANCE BY COVARIANCE ADJUSTMENTS*

	Total	Within	Between
1. Sum of products	$\Sigma\Sigma XY - \frac{\Sigma\Sigma X \, \Sigma\Sigma Y}{N}$ (A_t)	$\Sigma\Sigma XY - \Sigma \frac{\Sigma X \Sigma Y}{m}$ (A_w)	$\Sigma \frac{\Sigma X \Sigma Y}{m} - \frac{\Sigma\Sigma X \Sigma\Sigma Y}{n}$ (A_b)
2. Sum of squares for Xs	$\frac{1}{N}\left[N\Sigma\Sigma X^2 - (\Sigma\Sigma X)^2\right]$ (B_t)	$\frac{1}{m}\left[m\Sigma\Sigma X^2 - \Sigma(\Sigma X)^2\right]$ (B_w)	$\frac{1}{mG}\left[G\Sigma(\Sigma X)^2 - (\Sigma\Sigma X)^2\right]$ (B_b)
3. Sum of squares for Ys	$\frac{1}{N}\left[N\Sigma\Sigma Y^2 - (\Sigma\Sigma Y)^2\right]$ (C_t)	$\frac{1}{m}\left[m\Sigma\Sigma Y^2 - \Sigma(\Sigma Y)^2\right]$ (C_w)	$\frac{1}{MG}\left[G\Sigma(\Sigma Y)^2 - (\Sigma\Sigma Y)^2\right]$ (C_b)
4. df	$N-1$	$N-G$	$G-1$
5. Correlation ceefficient	$\frac{A_t}{\sqrt{B_t}\sqrt{C_t}}$	$\frac{A_w}{\sqrt{B_w}\sqrt{C_w}}$	$\frac{A_b}{\sqrt{B_b}\sqrt{C_b}}$
5a. df for r	$N-2$	$N-G-1$	$G-2$
6. b_{xy}	A_t/C_t	A_w/C_w	A_b/C_b
7. Adjusted x^2	$(B_t - A_t^2/C_t)$	minus $(B_w - A_w^2/C_w)$	equals adjusted B_b
8. df	$N-2$	$N-G-1$	$G-1$

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*The set-up of the table is from McNemar, p. 364, but the formulae 1, 2, 3 are the simpler versions of what appear on page 364. Formula 1 is from page 368, formulae 2 and 3 are from page 265.

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The TESL Project Materials: Communication Activities, Appendix A. Teachers College, Columbia University: Teaching English as a Second Language Materials Development Center, 1965.

Results of a project are ultimately measured by influence on the professional field (outside of efforts directly sponsored by the project itself) as well as by other measures.

Because of the far-flung reach of TESL staff and tryout centers, there can be no attempt here to document the nature of the interest received. It would be inappropriate, however, not to recognize that there have been outstanding contributions to critical analysis and extensions of work initiated within or furthered by the project.

Among these are dissertations at Teachers College, Columbia University, by Francis C. Johnson (*A Rationale for the Design of a Common Set of Materials to Teach English as a Foreign Language Across National, Cultural and Linguistic Boundaries and a Critical Evaluation of the Rationale, the Goals, the Materials, and the Feedback Design of the TESL Materials Development Project*) and Christina Bratt Paulston (*A Course in Guided Composition*). There have been presentations in publications by the Council for Public Schools, Inc., and in English Yearbooks, Foreign Language Newsletters, and in bulletins from the professional societies to their membership. There have been articles in *PMLS*, *College English*, *Elementary English*, *Teaching English*, and *On Teaching English to Speakers of Other Languages*, Series II. Others are still to appear.

There have been presentation, dissemination, and use of TESL concepts and materials through institutional invitation to staff members in India, Peru, Afghanistan, New Guinea, Japan, Saipan, Ethiopia, Poland, Nigeria, Puerto Rico, California, New York, Washington, D. C., Pennsylvania, Texas, Mississippi, New Mexico, Alaska, Minnesota, Ohio, and Hawaii. Persons have been sent from Israel and the Philippines to become familiar with TESL Project materials and concepts.

There has been a ten-day work visit to Honolulu by Professor Johnson of the newly established University of Papua and New Guinea to plan continued cooperative research and materials development in the Pacific Basin after termination of the TESL Materials Development Project contract.

There has been orientation to TESL Project concepts given to six members of the Hawaii State Department of Education, who together with TESL staff now employed by Hawaii, have begun work on broad-scale development and tryouts of aspects of the TESL Project program, through the offices of the Hawaii Curriculum Center of the State Department of Education, Hawaii.

There has been presentation or use of Project concepts and materials by invitation at the following institutes, conferences, and studies:

UCLA-NDEA Summer Institute for Materials Development, July-August, 1966.

Hofstra University-NDEA Advanced Institute for Spanish Teachers, June 27-August 17, 1966.

Teachers College, Columbia University-NDEA Second Level Institute for Teachers of English as a Second Language, July-August, 1966.

University of Alaska. Feasibility Study for a program to prepare language materials for Eskimo and Indian pupils in Alaska, Rural School Project, University, Fairbanks, September 14, 1966.

Nigeria. Nigerian English Language Survey Report sponsored by the National Universities Commission and Ministry of Education and supported by the Ford Foundation. Report compiled by Dr. Robert Jacobs with assistance from the survey team, September, 1966. Reference to promise of TESL Project materials and concepts.

Four new materials courses were instituted in the Department of Languages and Literature, Teachers College, Columbia University. New courses and programs being formulated in the Department of Speech, University of Hawaii are taking account of concepts introduced by the TESL Materials Development Project.

Frequent reports are being received about experiments being conducted, especially in Nigeria, and especially on the concepts of controlled composition.

The people that worked on the TESL project made it grow. They have grown, too. And they are working now in all parts of the globe.

4. DISCUSSION

The materials of the project were to embody ideas outlined in the conceptual framework. They were evaluated first of all on that basis and then on the basis of classroom tryout and pupil progress. In these contexts, the project has fared well as allusions in the preceding section attest.

Perusal of the next section will show, however, that recommendations emphasize newly visualized needs. Project contributions may be seen most directly as opening new directions for materials design.

Contrastive evaluation of the materials with others was not part of the project design. It should constitute a project in its own right with its own and separate conceptual framework.

Contributions to curriculum may be new in basic concept or they may be more modestly intended to shift an emphasis or to refine one or more factors. The emphasis suggested by Leonard Newmark and David Reibel[70] at the 1963 meetings of the Linguistic Society of America suggests a shift in emphasis from current trends. It suggests a return to and a greater reliance upon immediate production of language with emphasis on topical constancy in foreign language instruction as opposed to the still increasing emphasis on drill with pattern held constant, but topic permitted to shift. Even here, materials prepared within the Newmark-Reibel frame of reference obviously cannot be measured significantly against pattern practice-oriented materials at every stage of learning. At advanced stages the product of the one emphasis might well be higher ability in free conversation, while the product of the other might well be superior production of the phonemic distinctions, better pronunciation, or greater readiness in transforming patterns.

Curran[71] described an experiment with a technique for learning a number of languages simultaneously in a counselor-client relationship that is certainly in revolutionary contrast with any techniques now in widespread use. He identifies stages of dependence and roles. The goal is to enable the client to grow linguistically from dependency, insecurity, and inadequacy to an increasingly independent, self-directed and responsible use of one or more (four in this instance, simultaneously) foreign languages. If this technique is shown to be pedagogically feasible, the student-teacher ratio of 1-to-1 might prove too costly for the present. But, again, productive evaluation in the first instance requires that results and means are not to be measured primarily, seriously, or even usefully against results and means from current techniques--certainly not in the early stages.

A foreign language program that could be constructed along lines suggested by Matthew L. Israel (in an article that does not directly give reference to language instruction) would require yet another measuring instrument or evaluative procedure with reference to the goals sought and the relative economies (of pupil interest, teacher involvement, tools required, and so on) in attaining those goals.

That a new approach, technique, or method should be encouraging and well-received, even though it may not answer old needs as well, is quite natural. It may show promise of answering newly emphasized needs in language instruction (e.g., the ever-present range of levels in each class), or in differing language learning proclivities (e.g., one person learns by himself whatever the emphasis, another person learns in social situations, another by memory, another needs cognitive reinforcement, etc.). If for any novel approach we should find that some learning took place, even if not precisely the same learning that we found in conventional classes with conventional techniques, we may continue to examine such an approach for suggestions, new observations, to develop it, and to lend to it modification to see if perhaps in time it may not be improved to the point of producing results that equal, that do as well, or even better than established approaches which have already had the benefit of repeated refinement and modification. Even then, if the new technique, approach or method does not do better, as a whole, it or some part of it may still have a role, serve a useful purpose within the framework of present approaches, or it may suggest further modifications in or refinements of current techniques, method approaches, materials, roles, etc.

When they seem to show a possibility of working out better than what we have been using, it is necessary to take very special notice. Materials that introduce such innovations can, with continued refinement comparable to that expended upon older materials, provide new insights into language learning and the determination of goals as well as provide more efficiency in attaining the old goals.

Variety of presentation--for learning differences, for different size groups, for differing equipment, for different levels, for different language or cultural backgrounds--is a fertile area for development. In spite of the contributions of linguistics, the influx of genuinely new ideas in language instruction from that source has been limited. The primary new idea--the idea of contrastive analysis--was outside the area of language instruction proper. Other "ideas" were emphases on one or another method, approach, or technique that was already being used by language teachers. Contributions in the area of new ideas may well be solicited. They are at a premium and their value in the future can be great.

The remainder of this section is constituted of a descriptive analysis and critical evaluation of the teaching materials of the TESL Materials Development Center. This study forms part of a doctoral report prepared by Francis C. Johnson with the direction and guidance of Gerald Dykstra.

Categories, Limitations, Scope of the Materials

Categories

The materials currently being developed by the TESL Project may be classified within three broad categories:

1. Materials for the teaching of Oral English
2. Materials for the teaching of Reading
3. Materials for the teaching of Written English

The materials for the teaching of Oral English may be further classified according to the modes employed for developing oral competence in the pupils:

Mode #1: Formal Language Teaching Units, where a cumulative structural syllabus of selected oral language expressions will be presented by the teacher and then practiced by the pupils in "activities that are appropriate for children in the classroom and that stimulate complete involvement. These activities will serve as a focus for pupil practice with newly acquired parts of the language structure. Emphasis will be on realistic communication which involves choice." 72

Mode #2: Physical Education Activities, where oral language expressions which do not lend themselves to presentation and practice as in Mode #1 will be taught by movement games and singing and which, wherever possible, will feature complete involvement and real communication through language. Movement games and singing will also be used to further practice language expressions taught by Mode #1.

Mode #3: Playlets, where oral language expressions introduced in Modes #1 and #2 may be employed in extended dramatic contexts to teach the sequencing of individual utterances which form units of oral language larger than the single utterance.

The materials for the teaching of Reading "will offer supplementary books as well as text books and will be aimed at building reading comprehension while increasing speed with whole-phrase techniques being developed at Teachers College and with approaches developed in the Denver pre-school experimentation and elsewhere."73

The materials for the teaching of Written English "will build on a process by which students will proceed in graduated steps from copy work to original composition. (The same principle is involved in leading a pupil gradually from mimicry to free use of the oral forms of his language.)"74

Limitations and Scope of the Materials

The oral materials outlined above will be developed into a three-year program for the first three years of the elementary school. The Reading and Written English materials will be developed into a two-year program to be used in the second and third years of the elementary school.

The study reported here is limited to an analysis and evaluation of the oral materials described in Mode #1 above.

Format of the Oral Language Teaching Units

The Presentation

Although oral language teaching units in the TESL Project materials are contained in one book, there is a significant division within each unit between that part which is concerned with the teacher's presentation of the new language expression and that part which deals with the pupil's practice of the new expression.

The format of the presentation part of the oral language unit has been designed to enable a teacher to follow the instructions while teaching. This has required a consistent patterning of teaching sequences, and a detailed accounting for all linguistic and nonlinguistic responses made by the teacher and the class. Such a format resembles that used in the Teacher's Guides of the language teaching materials produced cooperatively by the Bureau of Public Schools and the Philippine Center for Language Study.[75] However the format of the TESL Project materials presentation is more explicit and provides for a twofold stimulus-response chain between teacher and pupil. It is set out as follows:

TEACHER		CLASS	
DOES	SAYS	SAYS	DOES

The nonlinguistic action, object or situation performed or indicated by the teacher and listed under the heading "Teacher Does" acts as a stimulus eliciting the linguistic response listed under the heading "Teacher Says." The linguistic response of the teacher is repeated by the class or by designated pupils in the class and acts as a stimulus to elicit a nonlinguistic response in the form of some overt behavior carried out by either the class or by designated pupils in the class.

The format outlined above is a revised one which is yet to be tested by classroom teachers. Its predecessor proved to be unsatisfactory in tryout conditions and major revisions in format were made. The aim of the format is to enable all teachers, even those who have had little formal training, to be able to use the materials with a minimum of preparation and memorization of procedures before actually giving the lesson. An evaluation will be made of this in tryout centers in the Fall of 1965.

The Communication Activity

The Communication Activity is the pupil-practice part of the oral language teaching unit. The communication activities take the form of games where the language expressions learned in the Presentation are practiced by small groups in situations of real communication. The format of the lesson notes comprises statements of:

1. the materials needed for each small group
2. the aim of the game
3. the starting position at the beginning of the game
4. a description of the play or operation of the game

The starting position is described by a diagram showing the way the pupils' table should be set out for each group. The description of the play records what happens during four sequences or "turns" in the operation of the game, one "turn" for each pupil. The description is written so that it can be read and performed simultaneously by the teacher when he is teaching the pupils to play the game. The occurrence of a sample pupil mistake is written into every description so that in demonstrating the game to the pupils the teacher may be able to show what happens should one of the pupils actually make a mistake in the playing of the game.

Evaluation of the format of the lesson notes containing the communication activities must await the next tryout of the materials in the Fall of 1965. The format given in Appendix A is a revised version of that used in the initial tryouts.

Language Content

The following statements made in the original prospectus of the TESL Project give some indication of the nature of the language content of the oral language teaching units:

1. "Language content and exercises in these materials will be based on comparative and linguistic studies, and emphasis will be given to selection and sequence that will be appropriate to a wide range of linguistic and cultural backgrounds." 76

2. "Activities and language content will be selected on the basis of value for pupils' communication and language learning as evaluated in this project. Clues to selection and sequencing of language content come from a study of the background languages. The greatest common denominator can be based in part on some relative similarities in cultural features (e.g., the relatively widely recurrent features such as hands, feet, children, classrooms) but more specifically on the essential structure of English, which, while viewed differently in different cultures, remains to a large extent relatively uniform as to internal structure, regardless of the culture in which it is taught." 77

In analyzing and evaluating the language content of the TESL Project materials, those aspects of language selection and arrangement which are common to all well designed modern materials will not be examined. Attention will be focused rather on those aspects of language selection and arrangement which are unique.

Probably the most significant unique aspect of language content in the TESL Project materials is the way in which the language is designed to function in the materials. We may look, in examining the language content and programming of that content in any set of materials, from several points of view or levels of analysis. At the lowest level, (that level which is furthest removed from language used as a means of special communication in everyday life) the level of pure linguistic symbolism, we may analyze the range and programming of the phonological components of the language. In gradually ascending order we may analyze the various additional levels of language content until we come to the highest level of analysis, which will relate that language content to the functional use of the language in the language learning process, which may in turn be related to the effective use of language in terms of the goals set up for the learning of the language. At the lowest level of analysis we would include all the phonological components of the English language which had been described as significant in the English language. As the analysis proceeds through successively higher levels, various aspects of language content would be eliminated as not being of significance in terms of the end product or terminal competencies to be developed in the materials.*

It is this end product, which may be operationally defined within the conceptual framework of the design of the materials that determines ultimately both the nature and the evaluation of the language content of a set of materials. It is not the intrinsic nature of the language content itself which is important. We must look then not simply at the language itself but at the way that language is designed to function in the materials.

There is no ultimate inherent superiority of the sentence pattern:

This	is a	book
That		pencil
		pen
		ruler
		eraser

over other simple sentence patterns as a beginning point for language content in a set of materials for teaching English as a foreign language. However this pattern is superior to some other simple ones if the conceptual framework of the design of the materials requires language content to lend itself to classroom situational presentation followed by mimicry and choral pattern practice.

In the TESL Project materials "programing of content is to mean that all of the structural contrasts of the language are to be used, in contrast with one another, for communication (as operationally defined herein) purposes."[78] The form and the programing of the language content in the TESL Project materials differs significantly from those of other materials currently available for the teaching of English as a foreign language in three ways:

1. In the learning aspects of the structural contrasts themselves
2. In the predominant form of the sentence patterns
3. In the content vocabulary

In the TESL Project materials the structural contrasts are "sequenced so that no more than one new contrast is presented at a time within matrices of previously learned material."[79] Although such a principle is present in the language content programing of other materials, the environment within which these contrasts are learned makes the contrasts themselves assume an entirely different nature. Compare the following sentence patterns:

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*For example: Quartanary stress has been described as a phonological component of the English language. At the lowest level of analysis of language content it would be included as a significant aspect of language content in any set of English teaching materials. However if the materials are designed to provide the learner with a "working knowledge of conversational English," it is likely that at a higher level of analysis quartanary stress would be omitted from the program, on the basis of its relative importance, compared to other aspects of language content, in developing the terminal competencies aimed at.

Table #1:

He	gave me	a	pencil
She	to		book
They			ruler

Table #2:

Give me	a	pencil
Take		book
		ruler

In Table #1 students practice the selection between "gave me" and "took" by applying a predictable one-to-one relationship which is established in an earlier part of the teaching process. The environment in which the selection is made is one which refers back to a previously learned relationship which is always true and does not require any "on the spot" evaluation of the environment by the pupil.

In Table #2 the contrastive selection between "give me" and "take" (as it is embodied in the nature of the TESL Project materials) depends not only on referring back to a previously learned contrastive relationship but in looking forward to a problem situation which requires solution and then, as a result of an interpretation of that situation, using the previously learned relationship as a basis for making a selection which will solve the problem.

The learning environment within which contrastive selection within a sentence pattern slot is made is much more complex in Table #2 than in Table #1. Consequently, even though the language content is arranged in a similar way in both tables, the nature of the language content, in terms of the functional use of that language in the language learning process is quite different.

Language content in each oral language teaching unit of the TESL Project materials is programed so that the kind of contrastive selection as illustrated in Table #2 above can be made. Such programing enables language practice with real inter-pupil communication (as defined on p. 222) to take place. In this way agreement is achieved between the underlying principles of language learning (inter-pupil communication) in the conceptual framework of the materials and the specific language content of each oral language teaching unit.

In addition to the individual structural contrasts which agree with the principle of inter-pupil communication, the predominant form of sentence pattern, used as an utterance framework for teaching these contrasts, is consistent with the functioning of language in communication. In the First Year Oral Language Teaching units, 74% of the sentence patterns are request patterns. This compares with the following approximate percentages of request patterns in other materials:

1.	Minenda English Course (Preparatory)[80]	14%
2.	English in Grade I [81]	20%
3.	English for Newcomers to Australia (Book I)[82]	5%
4.	Straight for English (Book I)[83]	12%
5.	The Ship English Course (Book I)[84]	10%

The reason for the discrepancy is that the request pattern is introduced primarily in the above 5 texts as a form of utterance in its own right. There is a heavy concentration of the request pattern in the TESL Project materials, not because of its form as a unit of language but because that form most easily lends itself to the structuring of inter-pupil communication (where the speaker gives instructions to the hearer and the hearer interprets those instructions and performs an action to signify his interpretation). The statement patterns in the First Year TESL materials are restricted to those forms which convey a message similar to a request pattern, e.g.

I	need	a	big	tree
You	needs		little	house
He				car

A superficial evaluation of the language form and content of the First Year TESL materials might conclude that such a high proportion of request patterns does not relate closely to the pupils' needs so far as language forms are concerned. This type of evaluation is of no consequence so far as the design of the materials are concerned. As pointed out earlier it is the "end product, which may be operationally defined within the conceptual framework of the design of the materials that determines ultimately both the nature and the evaluation of the language content of a set of materials, not the intrinsic nature of the language itself." The request pattern form facilitates the design of situations of inter-pupil communication and thus must be evaluated favorably in contributing to the end product of the materials.

The content vocabulary used in the sentence patterns of the oral language teaching units has been made according to principles of relative cultural universality. The selection, made according to the principles outlined in Chapter III, relates closely to the rationale for the design of the TESL Project materials and their use across national, cultural and linguistic barriers. In this way the content vocabulary differs significantly from that of materials which have been designed for use within a particular culture. Ultimate evaluation of the content vocabulary depends, as outlined above, not on the intrinsic nature of each vocabulary item in itself but on whether or not that item is consistent with the overall design and goals of the materials within which it occurs. The content vocabulary of the TESL Project materials, reflecting those relatively universal objects, actions and situations common to all cultural environments, is consistent with the overall design and goals of the TESL Project materials.

Technology and Teaching Aids Associated with the Oral Language Teaching Units

Shapee Pieces

The materials-writing and tryout aspects of the TESL Project may be classified under two broad headings:

1. The research aspects, whereby a conceptual framework for materials design is investigated and manifest in a corpus of materials to be used as an instrument for the generation of further research and modification on a cyclical basis without any foresee-

able and specified end product predictable.

2. The practical aspects, whereby a conceptual framework for materials design is transformed into a corpus of teaching materials which can be used by classroom teachers in real teaching situations to achieve the language learning goals specified in the conceptual framework.

While it is necessary to separate these two broad aspects of the work of the TESL Project, they overlap in many ways. Basically the same corpus of materials is used in both aspects. The most significant differences are apparent in the feedback design which will be examined in greater detail in Chapter 5.

In the initial formulation and tryout of the materials, which is part of the research aspect of the design of the materials it was considered desirable to limit the variables which may cause different feedback results, by providing tryout centers with not only a common set of teaching instructions but also a common set of teaching aids to implement the teaching instructions. One of these aids is a box of plastic shapes, known commercially as shapees, which can be used by the pupils to construct formulaic representations of the content vocabulary used in teaching the sentence patterns. The plastic shapes, are in themselves, of great potential in language work but in the work of the TESL Project they are significant only in the implementation of the research aspects. Selection of content vocabulary to be used in the sentence patterns of the tryout materials has been, to a large extent, circumscribed by the possible formulaic representations which can be made using the plastic shapee pieces. This restriction cannot exist in the provision of a set of materials to be offered classroom teachers as an "end-product" set of teaching materials ready for classroom use.

The practical aspects of the work of the TESL Project, prescribe the production of a set of materials which may be used in school systems of widely differing locales. Such a goal cannot be restricted by the necessity to use technological aids available only in the United States. This will necessitate a set of teaching materials which can utilize local materials instead of the commercially produced shapees.

Other Teaching Aids

The TESL Project tryout materials use other teaching aids in conjunction with the teaching notes. The two principal aids are picture cards and a spinning device used to cue the language selection in the communication activity. These will be discussed functionally in greater detail later in this chapter.

Oral Models

The original prospectus of the TESL Project states that "The materials will include a set of oral models for new language content which pupils are to practice. Models will be in the form of recordings on plastic discs and will be played on inexpensive, manually operated playback equipment which is designed for simplicity and durability. Where teachers have adequate ability these need not be used at all or, alternatively their function may be shifted to that of auxiliary focal point and starter for group work."[85]

One of the major problems associated with the teaching of English as a foreign language is the difficulty of always providing an accurate model of English for the learners to imitate. The provision of oral models on discs representing all the basic sentences which will be used in the teaching materials is a significant, though not unique, aspect of the TESL Project materials. The recognition of the problem and its influence in teaching pupils an accurate form of English necessitates the materials-writer's taking advantage of modern developments in audio-technology to overcome the problem.

The recordings and play-back equipment used in the initial period of the TESL materials were inexpensively produced and yet exhibited a fidelity which enables phonological contrasts to be produced distinctly. Feedback reports on the use of the oral models indicate a high level of pupil response and interest. A detailed evaluation of the use of the models, where comparisons may be made between the quality of speech production of students using the recordings as a basis for imitation and students who do not have the recordings as models will be made during an intensive tryout period in the Fall of 1965. The tryout will use non-native speakers of English as teachers in all classes.

Pedagogy

Pedagogy Associated with the Presentation Unit

The Conceptual Framework of the Presentation Unit

As mentioned previously the oral language teaching units of the TESL Project materials are divided into two basic sections, a Presentation and a Communication Activity. The former section prepares a class for the practice of a new language expression and the latter part sets out the procedures for practicing that expression.

The conceptual framework of the design of the Presentation unit is based upon three major assumptions concerning the preparation of pupils for the practice of a new sentence pattern. These assumptions assert that:

1. Preparation will include a demonstration of the structural and semantic components of the sentence pattern in meaningful situational contexts.
2. Preparation will include the demonstration of accurate models of the complete utterances which comprise the sentence pattern.
3. Preparation will include drill of the complete sentences of the sentence pattern by the pupils so that they are able to produce automatically the correct form of the model sentences comprising the sentence pattern to be practiced without having to puzzle over the component parts of the pattern.

Operational definitions of concepts expressed in the assumptions above may be given as follows:

1. A demonstration of the structural and semantic components of the sentence pattern in meaningful situational contexts will mean the presentation by a teacher of the meaning of new content or structure vocabulary items by showing an object or quality (either in concrete or pictorial form) performing an action, or

creating a usual situation and then using the English word for that object or quality, action or situation simultaneously, followed by repetition of the English word by the class.

2. The demonstration of accurate models of the complete utterances which comprise the sentence pattern will mean the oral production by a teacher or teacher substitute (e.g., a phonograph recording) of the sentences which make up the sentence pattern as shown in the materials. The sentences must be produced with accurate and acceptable pronunciation, word stress and covering patterns of rhythm and intonation, the criterion for such accuracy and acceptability being the standard form of one variety of native English speech, e.g., Received Pronunciation, General American, Educated Australian.

3. The drill of complete sentences of the sentence pattern by the pupils so that they are able to produce automatically the correct form of the model sentences comprising the sentence pattern means pattern practice, either individual or choral, continued until the pupils are able from pre-determined nonlinguistic stimuli to produce accurately all the sentences that can be made from the sentence pattern set out in each unit of the materials.

The chief difference between the conceptual framework of the presentation of new units of language in the TESL Project materials and that of presentation in other materials lies in the assumption of pattern practice being part of the pupil's preparation for practice of the new unit of language rather than the practice itself. The concept of language practice in the TESL Project materials and the reasons for including pattern practice in the presentation unit are examined in pages 214-219.

Multiple Group Classroom Organization

The original prospectus of the TESL Project stated:

"The materials are to be programed for multiple unit classes. Such classes divide the traditionally large class into small units which become the foci for pupil activity and learning. This is an established technique and experimentation has shown its value. But materials uniquely appropriate to taking advantage of such organization at the elementary level are not available for teaching English as a second language."86

"The multiple-group organization of the large class is of prime importance in the practice unit of the TESL Project materials where each unit 'forms a responsive environment for everything that is said, and communication not only occurs but is used as a pedagogical tool.'"87

However, the multiple group organization is utilized in the Presentation unit where language is presented and practiced by the pupils with the class as a whole in the form that it will be later practiced in the communication activity by individuals. In this way the pupils are prepared for practice of the sentence pattern, not only by learning the form of the sentences, but by learning to use them in the way that they will have to use them in the communication activity.

This consistency between preparation and practice is not a unique feature of the design of the TESL Project materials. It is essential in any materials design that the pupils be prepared to practice the new language they are learning, in the way that they are eventually to practice it themselves. However the consistency between the use of language in the Presentation and the Practice units of the TESL Project materials is significant for the concept of language practice necessitates a new use of language in the teaching presentation, a use which is not required in other materials. The organization of the class on a multiple-group basis enables this new language use to function in the Presentation unit. The structuring of the multiple group classroom organization is examined in greater detail in relation to the Practice Unit in pages 219-20.

Principles of Pedagogy Associated with the Presentation Unit.

Teaching of structural contrasts and vocabulary.--Structural contrasts and vocabulary are taught by the teacher using a situational method to establish for the pupil a direct bond between the object or quality, action, situation, or structural signals and the English word. This principle is not an innovation of materials design and will therefore not be examined in any detail. However, in the TESL Project materials one innovation within the establishment of this direct bond is of pedagogical significance. The pupils, during the Presentation make the objects they will use in the Communication Activity which follows the Presentation. These objects correspond to the content vocabulary in the sentence pattern being taught. The ability of the pupils to make the objects is a check on their understanding of the presentation of the content vocabulary. For example: The teacher in the Presentation unit may say, "Make a red bird." The pupils then select the shapee pieces which make up the formulaic bird and put them together. If all the pupils put the pieces together correctly then it is an indication that the pupils understand the vocabulary items "red" and "bird". Such a procedure takes place in each presentation unit and it represents a check on the pupils' understanding of the vocabulary of the sentence pattern before they are asked to practice it individually in the Communication Activity.

Demonstration of model sentences.--In the Presentation unit, after the individual vocabulary items, structural contrasts and phrases have been drilled the teacher demonstrates example complete sentences of the new sentence pattern being taught. If the teacher is a native English speaker he may produce the examples himself. If he is not a native English speaker the TESL Project materials include a set of recordings which the teacher can use at this stage of the presentation to provide an accurate model of the complete sentences.

Sentence pattern drill.--The aim of this drill is for the pupils to be able, from nonlinguistic cues, to produce accurately complete sentences of the sentence pattern automatically. In each presentation unit of the TESL Project materials this aim is accomplished in three carefully graduated steps:

Step #1: The teacher provides a model of the complete sentence and then the pupils imitate the teacher. Each model sentence is drilled in this way two or three times. Although the actual materials set out two or three repetitions of each sentence, the instructions given to teachers in the Teacher's Handbook explain that each individual teacher must decide for himself when sufficient "imitation" drill has been given.

Step #2: The reacher provides "call words" (individual items of content vocabulary) and the pupils produce the complete sentences using the call words in the appropriate content vocabulary slots.

Step #3: The teacher holds up pictures, objects, or makes signs to indicate content vocabulary (i.e., nonlinguistic cues) and the pupils produce the complete sentences.

This graduated procedure follows well-established principles of pattern practice used in other sets of materials and conforms to the requirements of the operational definition of pattern practice set out in the conceptual framework.

Pedagogy Associated with the Language Practice Unit

The Conceptual Framework of the Language Practice Unit

The conceptual framework of the language practice unit in the materials of the TESL Project is based upon two major assumptions:

1. That the terminal competencies* of language learning are achieved effectively when the learner actively transforms situations by using or hearing language in situations of communication where language is the sole means of communication.

2. That the terminal competencies of language learning are achieved effectively when the learner practices language individually as opposed to chorally.

These two major assumptions generate a series of minor assumptions concerning the process of effective language learning which structure a language practice unit featuring several pedagogical innovations in materials design, innovations which are significant contributions in the development of materials for the teaching of English as a foreign language and foreign languages generally. The conceptual framework of the TESL Project language practice unit will be compared with the conceptual framework of existing language practice materials to indicate the significant differences which result from the major and minor assumptions implicit in the design of the TESL Project materials.

Leonard Bloomfield writing on the subject of learning foreign languages made the following statement:

> It is helpful to know how it (the foreign language) works, but this knowledge is of no avail until one has practiced the forms over and over again until one can rattle them off without effort. To understand the forms is only the first step. Copy the forms, read them out loud, get them by heart and then practice them over and over again, day after

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*The terminal competencies of language learning may be operationally defined as:

(i) those skills which enable a speaker to select from a number of possibilities, and accurately produce a linguistic expression which is both necessary and sufficient to enable him to communicate with a hearer without the assistance of contextual, physiological, or visual means

(ii) those skills which enable a hearer to interpret and respond to a message conveyed solely by linguistic symbols.

> day, until they become entirely natural and familiar. Language learning is over-learning: anything less is of no use.[88]

This statement provides the basic didactic of the conceptual framework of most language practice materials derived from a linguistic emphasis or application. Pattern practice, whereby the student " . . . produces the problem pattern with his attention increasingly taken away from the linguistic mechanism so that he is forced to handle it more and more as a habit,"[89] has become the chief pedagogical contribution of the linguists in the design of language practice materials.

The basic assumption concerning language learning using a pattern practice technique is that by constant repetition of the correct forms of a sentence pattern (i.e., by saying over and over again a number of sentences which have that sentence pattern) " . . . the pattern itself, the significant framework of the sentence rather than the particular sentence, is driven intensively into his, the student's, habit reflexes,"[90] and thus becomes readily available whenever required in everyday conversation.

In terms of materials design the basic assumption has become manifest in a whole range of materials where language practice begins with a teacher providing model examples and then the class imitating and extending the examples by substituting for certain words in the sentence pattern, thus:

> In the practice part, instead of explaining what the exercise consists of and how it is to be worked, it is better to say, "Let's practice. Observe the examples and continue when you understand." Examples: Then the teacher goes ahead with three or more of the examples, rather deliberately. The class will begin to practice cautiously after about the third example and will gain confidence as the exercise progresses.
>
> When the class is doing the exercise at normal conversational speed as a group, and no gross errors are detected by the teacher, the class goes into individual practice to check for individual errors. With a class of approximately ten students it is possible and desirable for each student to recite individually at once for each exercise.
>
> With larger classes the teacher may have to be satisfied with group practice and a spot check of individual practice. With even larger classes it may be necessary to practice by rows, reducing individual recitation to a minimum.[91]

Materials which feature pattern practice as the focal learning technique take many forms; there are oral drills where the teacher uses "call words", objects or pictures to cue content vocabulary substitution within a new pattern; there are dialogs where pupils learn by heart examples of sentence patterns which combine to form a language unit larger than the single sentence; there are repetition drills where the pupils repeat what the teacher or model says and completion drills where the pupils supply sentence beginnings or endings according to visual or verbal cues. Within the great variety of pattern practice drills, however, the following principles are common to all:

1. Sentences practiced are predictable by the student. The student does not have to puzzle out the appropriate language for such would be contrary to the development of automatic habit reflexes in language use.

2. Practice is teacher-oriented. The teacher or teacher-substitute supervises and controls practice.

3. Practice is predominantly choral with a low density of individual practice in the typical classroom teaching situation.

4. Mechanical aids (tape recorders, gramaphones) can and have been widely used in assisting language learning.

Pattern practice as it is manifest in the language teaching units of the TESL Project materials takes two clearly differentiated forms. One form closely follows the precepts outlined above so that the learners, by constant repetition of the sentences of a pattern under the control and direction of a teacher, are brought towards an habitual mastery of pattern. The other form prescribes a framework for pattern practice whereby the sentences of a sentence pattern are used functionally by learners in situations of communication with other learners and where the habitual mastery of the form of the pattern is a necessary but not sufficient pre-requisite to the functional use of the sentences. This latter form of pattern practice is the type contained in the language practice units of the TESL Project materials. The former type of pattern practice is excluded from the conceptual framework of language practice materials in the TESL Project for such practice which results in a terminal language competence regarded as a necessary pre-requisite to the functional selection and use of sentences is considered part of the learners preparation for practice rather than language practice itself. Thus the materials of the TESL Project do include pattern practice of the type developed in other materials for the teaching of English as a foreign language, but conceptually, they serve a different function in the language learning process.

The inclusion of pattern practice which develops automatic habit reflex language responses in the Presentation unit of the TESL Project materials is of significance greater than of mere form. It reflects a fundamental principle of the conceptual framework of language learning and language practice of the TESL Project materials. This principle is embodied in the assumption that language learning takes place most effectively when the learner actively transforms situations by hearing or speaking language. This assumption generates a context for language practice whereby a speaker or a hearer can cause a change in a situation by his selection and use or interpretation of language, the change varying directly with the language used and tied to some purposeful use of that language. The context developed is one of communication between a speaker and hearer where language alone is the medium of communication and both speaker and hearer are responsible for their respective roles in the communication process, the speaker being responsible for the selection and use of language and the hearer being responsible for his interpretation of the language used by the speaker. The act of communication is related to the completion of a task by the learners and thus the learners are actively involved in using language to some purposeful and

and meaningful end. Such a language practice procedure differs from one where the end product of using the language is the accurate production of language itself. It in fact takes language learning a stage further than the acquisition of technical language competence to a stage where that technical competence is employed by learners to cause language to operate functionally as a medium of communication in social intercourse.

It is assumed that this functional use of language relates more closely to the terminal competencies of language learning than does pattern practice which develops technical competence. If this assumption is justified then the language practice unit of the TESL Project materials is an innovation of materials design which is of pedagogical significance.

The focal concept of the conceptual framework of the TESL Project materials, the use of language in situations of communication, is based not only on the linguistic assumptions mentioned above but on widely accepted views on the psychology of learning, such as Piaget's concept of auto-regulation in learning. At Cornell University in 1964 Piaget said,

> The accent must be on auto-regulation, on active assimilation--the accent must be on the activity of the subject. Failing this there is no possible didactic or pedagogy which significantly transforms the subject . . . . Experience is always necessary for intellectual development . . . but I fear that we may fall into the illusion that being submitted to an experience (a demonstration) is sufficient for a subject to disengage the structure involved. But more than this is required. The subject must be active, must transform things, and find the structure of his own actions on the objects . . . when I say "active", I mean it in two senses. One is acting on material things. But the other means doing things in social collaboration, in a group effort. This leads to a critical frame of mind, where children must communicate with each other. This is an essential factor for intellectual development. Cooperation is indeed co-operation.[92]

In the language practice units of the TESL Project the learners use language in a situation of co-operation (between a speaker and a hearer) to transform the situation by completing a task in that situation. The assumption for the conceptual framework of the TESL Project language practice units derived from this is that language learning takes place more effectively when the learner is actively involved in using the language to operate on a social situation in which he finds himself when he is repeating sentence patterns "over and over again, day after day, until they have become entirely natural and familiar"[93] to insure their becoming part of the language learning process. It does assume however of a stage of learning beyond the acquisition of habit reflexes and it is to this stage that the assumption relates.

The major assumption of the language practice materials of the TESL Project that the terminal competencies of language learning are achieved most effectively when the learner actively transforms situations by using or hearing language in situations of communication where language is the sole means of communication generates a series of principles which determine the structure of the language practice unit. This will be analyzed in greater detail. It also generates a second major assumption which is an integral part of the conceptual framework of the language practice unit. This assumption is that the terminal competencies of language learning are achieved most effectively when the learner practices language as an individual.

The first abovementioned assumption precludes the possibility of language practice which takes place in situations of communication between speakers and hearers being choral. For language practice to be choral it is necessary for all learners to be able to predict the form of language to be practiced and then to produce the linguistic response in unison. The first major assumption of the conceptual framework of the TESL Project materials, as mentioned previously demands "a context for language practice whereby a speaker or a hearer can cause a change in a situation by his selection and use or interpretation of language, the change varying directly with the language used and tied to some purposeful use of that language." Such a context precludes the possibility of more than one person being able to predict the language to be used and then to respond simultaneously. It necessitates individual choice or selection of language and an individual response. This necessity for language practice on an individual basis differs markedly from the conceptual framework of language practice materials where pattern practice leads to the formation of habit reflexes concerning the structure of the language. In the latter some individual practice is always regarded as desirable but the technique does not prescribe individual practice. The conceptual framework of language practice in the TESL Project materials prescribes practice of language by individuals. The assumption concerning individual practice again relates to the terminal competencies of language teaching and does not preclude the possibility or desirability of choral practice being an intermediate stage in developing the terminal competencies. It is a truism that the ultimate aim of language teaching is to enable individual learners to use the language as a means of social communication. The prescription of individual practice in learning to use the language relates more closely to the ultimate aim than does choral practice and it therefore follows that any materials which are designed to provide individual practice, other factors being equal, provide a feature which is of value. The proviso "other factors being equal" is an important one for materials design and the ways in which the TESL Project language practice materials are designed to make these other factors equal will be examined in detail in a later section.

The conceptual framework of the practice unit of the TESL Project materials, being based on the two major assumptions examined above conceives of language practice a design and function which is not present in other materials currently available for the teaching of English as a foreign language. Language practice is still conceived within an overall framework of the practice of sentence patterns but the TESL Project materials clearly differentiate two types of pattern practice, these types being differentiated on the basis of their function in developing the terminal competencies of language learning. These two types of pattern practice are:

1. Pattern practice which develops a learner's habit reflexes so that he is able to reproduce the sentences of a sentence pattern using the correct form automatically (without having the puzzle over the component parts of the pattern).

2. Pattern practice which develops a learner's skill in thinking and using the sentences of a sentence pattern functionally and individually in situations of communication with other learners where language alone is the means of communication.

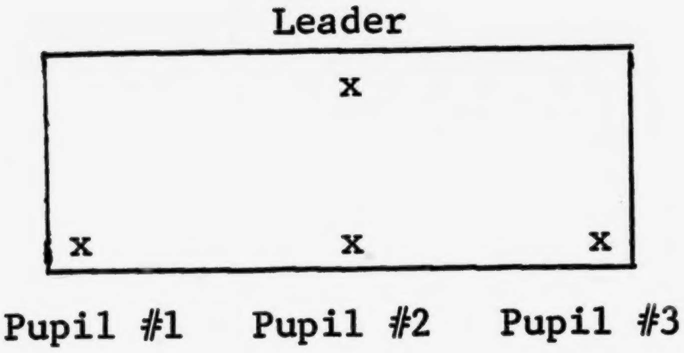
The teaching materials of the TESL Project include both types of pattern practice but the conceptual framework of the language practice unit excludes the former type which is regarded as preparing the learner for practice rather than practice itself.

Multiple Group Classroom Organization

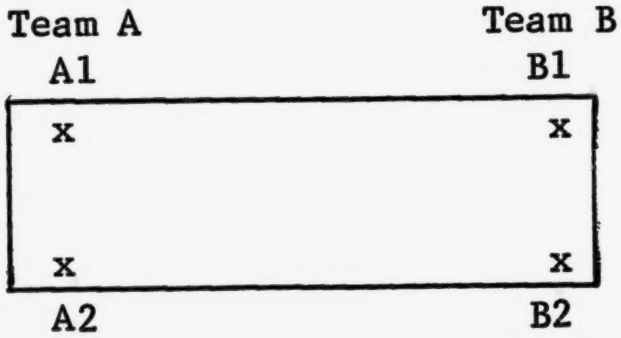
The two major assumptions associated with the conceptual framework of the language practice unit of the TESL Project materials pre-suppose a classroom organization which will provide for (1) a maximum density of individual practice of new units of language and (2) an optimum grouping of pupils to enable communication to take place between pairs of pupils, a speaker and a hearer. Achievement of a maximum density of individual practice in a regular classroom situation demands an organization whereby (1) more than one pupil in the class is practicing the new sentence pattern at any one time and (2) the structure of the language practice group provides built-in safeguards against problems associated with an organization where the teacher cannot control and check every response made by pupils during practice. The classroom organization associated with the TESL Project materials provides for groups of four pupils, each group operating as an independent unit with one pupil in each group at a time acting as speaker and another pupil acting as hearer. This organization of the class as a multiple-group unit is a focal aspect of pedagogy which allows for a high density of individual practice irrespective of the total number of pupils in the class.

The organization of language practice on a multiple group basis is an aspect of pedagogy not peculiar to the TESL Project materials. In Minenda English Course [94] and Straight for English[95] a classroom organization on a multiple group basis is prescribed. However the internal structure of the groups in the TESL Project materials and the functioning of the groups during language practice differs considerably from the two other sets of materials.

In the TESL Project materials two variable internal structures are used, according to the nature of the language practice activity. In language practice activities (communication activities) where the superordinate purpose (defined on page) is related to the completion of tasks by individuals working alone, the four pupils are arranged so that one pupil acts as the leader and the other pupils are simply separate units. In diagrammatic form such a structure may be presented thus:



In communication activities where the superordinate purpose is related to the completion of tasks by pupils working in teams, the four pupils are arranged so that two teams, each team consisting of two pupils are seated at the table thus:



The materials prescribe these arrangements as permanent so that pupils always know their starting positions for practice and no time is lost in organizing the class during the lesson. The specification that each group be composed of four pupils is pedagogically significant for this number of pupils enables the type of language practice which features communication between members of a team and competition between teams to be minimally possible, while at the same time achieving a maximum density of language practice. Small groups composed of six, eight, ten or twelve pupils would be possible in the practice organization of the TESL materials. However, the larger the group the lesser the density of individual practice within the classroom as a whole. The number four, thus represents the optimum number both from the point of view of the operation of the activities themselves and the achievement of maximum density of individual pupil practice.

The considerations which lead to the internal structure of the small language practice group using the TESL materials and those which determine the internal structure of small groups in other language teaching materials are fundamentally different. In the TESL materials the practice unit itself represents an entirely different practice procedure from the type of pattern practice which takes place during the Presentation part of the lesson and this difference requires a different organization of pupils within the group. In the *Minenda English Course* and *Straight for English* the type of practice carried out in the practice unit of the lesson is a direct replication of the pattern practice carried out in the presentation part of the lesson. There is therefore, in these materials, no need for a different internal structure in the small groups during the language practice unit. The differences in structure between the TESL groups and the groups using other materials depend then on the practice procedures which are required of the groups. These will be considered in greater detail in following sections.

Principles of Pedagogy Associated with the Structure of the Language Practice Unit

The communication activity.--Each unit of language practice in the TESL materials is arranged in the form of a communication activity which may be loosely referred to as a game. It is a game in the sense that children's strategy games are designed, where success in the game depends not solely on chance occurrences, over which the player has no control, (as in throwing dice, etc.) but where an individual's or team's success is dependent on decisions and choices, (in this case, concerning the selection and use of appropriate language) over which the player has complete control. The communication activity, in its total form as a game, has, for the players, a purpose which is beyond definition in terms of language practice. This purpose which may be termed the superordinate purpose defines the ultimate goal of the activity whereby an individual or team may become the winner because of the decisions and choices made and language produced correctly by the individual or team leading to the completion of more successful tasks than opponents.

Some activities are completed when each player or team has had a predetermined number of turns. Others operate continuously until all material is used up. In both forms a criticism may be made concerning the completion of the game and the artificial time divisions for lessons imposed by a school timetable. It is reasonable to assume that some groups will complete their game before the scheduled completion of the lesson while in some instances, other groups will not have completed their game by the end of the lesson. Care will need to be taken in the experimental tryout of the materials to determine the seriousness of this problem and to make some provision in the materials where such problems exist.

Language games have been designed for language practice. However, in no materials do the games take the form described above and in no instances are the games used as an integral part of a system of language practice following a cumulative structural syllabus. So far as the overall structure of the activity is concerned, the unique aspect of the games of the TESL materials is their design for independent operation with a class divided into multiple groups, no group being dependent for its functioning on the presence of the teacher.

The superordinate purpose.--Each communication activity is composed of a number of small tasks which must be performed by the pupils of a group either individually or cooperatively as members of a team. The successful completion of each task brings the individual or the team a stage closer to the ultimate purpose or superordinate purpose of the activity. The superordinate purpose of each activity may be defined in terms of the sum of successfully completed tasks so that it is the purpose of the individual or the team, to complete successfully more tasks than other individuals or the other team within the framework of the predetermined time or number of turns.

The language practice unit as an integral part of a lesson unit where a new sentence pattern is being taught exists to reinforce the learning of the new sentence pattern by having each child individually produce a number of well-formed sentences which have the new pattern. The superordinate purpose of the communication activities adds a new and extra dimension to this language practice in that the production of a number of well-formed sentences is not an end in itself but rather contributes to the accomplishment of an additional goal. In communication activity #4 the language practice purpose of the practice unit is to get the pupils to produce a number of well-formed sentences of the type, "Take a book and a pencil."

The superordinate purpose in this activity is for the pupil to collect more items than the other players in the small group. The two purposes are inter-dependent, for the achievement of the superordinate purpose depends on the continued production of correct well-formed sentences which is the only way the pupil can collect the items, i.e., the production of well-formed sentences of the type being practiced is both necessary and sufficient for the achievement of the superordinate purpose.

The existence of a superordinate purpose in games designed to practice language is a concept which has been used previously in language teaching materials. However, in no materials for teaching English as a foreign language has language practice been systematically planned to utilize a superordinate purpose in each language practice unit of a cumulative structural syllabus. Nor has the superordinate purpose been related interdependently with the principle of pattern practice whereby successive correctly produced sentences, lead in combination to the achievement of the superordinate purpose.

The principle of inter-pupil communication.--The focal concept of pedagogy associated with the language practice units of the TESL Project materials is the concept of inter-pupil communication. The structure of the language practice groups and the operation of the communication activities are determined by the concept of inter-pupil communication.

Communication is a term which is widely used in connection with language teaching and the design of language teaching materials. All language teaching materials are designed to teach learners to communicate with each other in the language being learned and yet no materials incorporate communication into the scheme of language practice in the way that the TESL materials do. To examine and evaluate the concept of inter-pupil communication in the TESL materials it will be necessary to begin with an operational definition of the term as it is used in the context of language practice.

Inter-pupil communication refers to a speaker's transmission of information concerning the completion of a task of restricted nonpredictability, the information being conveyed solely by means of linguistic symbols, and the subsequent completion of that task by a hearer. The first pedagogical implication of this concept is that two pupils are involved in each act of communication, a speaker and a hearer. The second implication is that the communication refers to the completion of a task. The third implication is that the task is one of restricted nonpredictability. That is, neither speaker nor hearer can predict before communication commences precisely what the nature of the task will be--the tasks are not set in a rigid pre-determined order which is known beforehand by the pupils, for they occur in random order. However the range of tasks is restricted. Both the speaker and the hearer know that the task will be one of a limited group of possibilities, i.e., the task is restricted but at the same time not predictable. The fourth pedagogical implication of the operational definition of inter-pupil communication is that the speaker must indicate precisely the information concerning the completion of the task by using language alone, i.e., without employing any other means of communication such as gesture. The fifth implication is that the hearer must respond to the linguistic message conveyed by the speaker by completing the task according to his interpretation of the message.

In the communication activities of the TESL Project materials inter-pupil communication is structured in two ways:

(a) by a pupil (the speaker) communicating with any other pupil in the group (the hearer). This situation obtains where the superordinate purpose of the activity relates to achievement of individuals rather than teams.

(b) by a pupil (the speaker), who is a member of a team, communicating with his team-mate (the hearer). This activity relates to the cooperative achievement of the team.

The information that is to be conveyed during the communication activity is established during the Presentation part of the lesson. The range of possible alternates is also established here. The nature of the task and the superordinate purpose of the activity are explained by the teacher at the beginning of the practice unit. The actual operation of inter-pupil communication in the communication activity will be examined in a later section.

Each communication activity practices one specific sentence pattern and the separate sentences which make up this sentence pattern form the "information" which a speaker conveys to a hearer, information which if selected, used and interpreted accurately will lead to the successful completion of a specific task. Thus, in one sense the communication activity is language pattern practice, but it is pattern practice where the language is used functionally to transform a situation, to cause something to happen. The speaker and the hearer become responsible for their use and interpretation of the language respectively. Such an involvement in responsibility for language used is not present in any other materials of the comparative corpus. It is a pedagogical innovation in materials design for language practice.

This innovation may be evaluated as a worthwhile contribution to the field of pedagogy of language practice in that it extends the nature of language practice to a situation which is closer to the actual everyday situation where a learner will have to use language in a social context.

The principles of competition.--The definition of the superordinate purpose associated with each communication was expressed in terms of the sum of successfully completed tasks so that it is the purpose of the individual or team to complete successfully more tasks than other individuals or the other team. This, in fact, builds into the language practice unit an element of competition. There is little question in abstract as to the pedagogical desirability of such a principle for it has a time honored and proven history in materials design. This is especially true of materials which rely heavily on routine drill techniques dependent on overlearning. Language practice drills are of this type and the completion associated with the superordinate purpose of the communication activities serves to modify what might otherwise appear to the students as dull repetitive drills.

In actual fact the question of whether there is real competition in the TESL communication activities deserves consideration. Each task to be completed consists of the use of language which has already been taught and practiced. The entire program is carefully designed so that each new language unit introduces a single new feature which is systematically presented and drilled before the pupils are required to use it in a situation requiring inter-pupil communication, i.e., the total learning program is geared to prevent, as far as possible, of the making of mistakes by the pupils. If the program is successful in this aim then competition cannot exist in actuality for each individual or team will obtain a perfect score.

A corollary of this argument is that competition in the communication activities is a negative quality in that success of an individual or team is dependent not only on their attaining a perfect or near perfect score of tasks completed successfully, but also, and perhaps more importantly on the opposing individual or team's making an error in their tasks. Winning by competition is primarily winning by default of the opposition. This, it may be argued is not true competition. It does not, however effect the existence of some element of competition between the members of the small language practice group whatever form the principle of competition may take.

Observations of practice groups in the tryout centers has indicated that in the majority of instances there is no outright winner, but that this does not detract from the pupil's feeling that the competition is real.

A more serious problem in relation to the element of competition included in the communication activities pertains to the use of such materials in cultural settings where competition is not a feature of everyday life. One of the aims of the TESL materials is to determine experimentally by actual use in teaching situations, those aspects of content, both linguistic and cultural which require differential treatment. By using the communication activities in areas where competition is not a prominent feature of the culture and by systematically observing the learning of language by the pupils, experimental determination of the desirability of the use of competition in language practice in that area can be made. From feedback reports already received from participating classes of Navaho children indications are that the lack of competitiveness in the indigenous culture is not a significant factor in the successful operation of the communication activities. More widespread and carefully controlled experimentation in other areas will give better substantiated conclusions on this aspect of the materials design.

The principle of an automatic check on communication.--It has already been pointed out that most materials require the continued presence of the teacher during all language practice periods. The teacher hears and judges all pupil responses making corrections where necessary. In such a situation there can be little individual practice (except in very small classes). Materials which have attempted to increase the density of individual practice in the classroom by the organization of multiple-group practice have had in some measure to sacrifice the quality of corrective control which only a teacher can have. In both the Minenda English Course and Straight for English correction and the provision of a correct model to imitate is vested in the group leader who, as one of the members of the class cannot be regarded as consistently reliable as the teacher. Both of these sets of materials stress the training of the group leaders and the careful checking of their language production before individual practice takes place, for ultimately, to a very large extent the quality of the language production of the group will depend upon the quality of the group leader.

More important than the organization for correction and supervision of the language practice is the actual technique of correction. In both teacher-controlled or group leader-controlled correction of language responses of pupils the correction is applied from without, by an "authority" who judges the pupil wrong and who provides a corrected model for the pupil to imitate and so correct his mistake. The use of group leaders to make such corrections is a relatively questionable technique but even when the teacher makes the correction we may question the effectiveness of such a corrective technique. Even if we do not entirely agree with Piaget that " . . . the subject must be active, must transform things, and find the structure of his own actions on the objects,"[96] we can agree that a learning situation in which the pupil himself becomes aware of a mistake he has made is a more satisfactory basis on which to plant the corrected form of that mistake than a situation where a pupil is simply corrected and told to imitate a model of his corrected response. An examination of the materials listed in Appendix indicates that no language teaching materials designed for use in the elementary school in tradition classroom teaching situations have been produced incorporating an auto-regulated correction technique.

In the communication activities of the TESL Project materials a pedagogical innovation which checks the accuracy of language responses made during the practice unit overcomes, in some ways, the two problems mentioned above. An automatic nonlinguistic check enables the pupils to know whether or not communication has taken place between the speaker and the hearer. This nonlinguistic check varies in nature but is most commonly a visual or pictorial representation of the completed task.

Communication Activity #3 of the TESL materials aims to practice the sentences of the following sentence pattern:

Give me a	red	bird
	blue	dog
		bed

At the beginning of the activity there are red and blue dogs, birds and beds on the table in front of the group. There is also a pile of picture cards, one card picturing each item--a red dog, a blue bird, etc. etc. These cards are in random order and face down on the table. The group is arranged in two teams. The speaker in the first team picks up a picture card and looks at it (it has a picture of a red bird on it). He does not show the card to any other pupil in the group but says to his team mate, "Give me a red bird." His team mate (the hearer) picks up a red bird and gives it to the speaker. The speaker then shows this card and the object to the group, i.e., he compares the card with the object and as they match his team keeps them as a record of one successfully completed task.

In this practice situation the variable slots in the sentence are the second last slot (where the speaker has to decide whether to say "red" or "blue") and the last slot (where the speaker has to decide whether to say "bird", "bed" or "dog"). The phrase "Give me a" will be present in all sentences and the action on the part of the hearer will always be the same (giving an object to the speaker). The variable or nonpredictable aspect of the action will be the nature of the object to be handed to the speaker.

The matching of the picture card and the object enables a check to be made on the accuracy of communication. This check is a nonlinguistic one which does not require the presence of the teacher to either confirm the correctness or point out that a mistake has been made. Moreover, if a mistake has been made (and the card and the object do not match) the pupil discovers this himself, the self-discovery being an important aspect of correction for future responses. In these two ways the automatic nonlinguistic checking device included in the TESL materials represents a pedagogical innovation of significance in attempting to overcome the two problems in language practice detailed above.

However, the checking device represents only a partial solution to the problem. As a correction device which automatically signals a breakdown in the communication the check which compares the picture card with the object will not indicate differently for mistakes caused by the speaker's selection of language or the hearer's selection of the appropriate object. Such a differential analysis of the accuracy of both parts of the communication can be made, but not automatically. The correction (by other pupils in the group) will be the same type of "authority" judgment that applies in other sets of materials. Also the automatic checking device checks only the total final product of the communication. It does not provide for mistakes which may occur but which do not affect final communication. For example: a pupil may say "Giving me a red dog." This is inaccurate but does not affect the final product of communication. Nor does the checking device provide for mistakes in pronunciation except where these mistakes are of structural or grammatical significance.

Again, the validity of the criticisms of the automatic checking device may be questioned in terms of the emphasis that we wish to place on the type of correction made when a mistake occurs in language practice. A corollary to the assumption that it is preferable for a student to "discover" his own mistake rather than have it pointed out to him by an external authority might be that it is preferable for a child to attempt an alternate response if he finds the initial response does not enable him to communicate accurately. The language practice procedures of the TESL Project materials enable this to take place by having the speaker repeat his request if the object he receives and the picture on the picture card do not match. Requests may be repeated by the speaker until the object received does match the picture card. This procedure operates only where the mistake occurs in the selection and use of language by the speaker as indicated by the picture card. It may not work automatically if a mistake of interpretation is made by the hearer. In terms of practical classroom application, however, it is reasonable to assume that most mistakes in language practice will occur in the selection and use of appropriate language by speakers rather than in the interpretation of what is spoken by hearers.

The automatic checking device in the communication activities is of pedagogical significance not only in its role of checking the accuracy of communication between pupils. Its function as a reinforcer of correct language responses must also be considered. In teacher oriented-practice materials, where the teacher listens to and judges each response made during practice it is possible for all correct responses to be reinforced by the teacher (and it is assumed that such a procedure actually occurs although this is not specified in the materials of Appendix A). In materials using multiple group practice (Minenda English Course and Straight for English) reinforcement, at least, immediate reinforcement is not systematically or reliably catered for. Psychologists have long indicated the significance of reinforcement in learning. In a review of research conducted on this aspect of learning Estes writes, " . . . there can be no doubt that the practical management of learning in any situation requires detailed knowledge and control of reinforcing operations."[97] The importance of the existence of the reinforcement is of itself not the only consideration in designing effective learning situations. "One of the most firmly established facts concerning reinforcements is that the effect of any reinforcing effect upon a response depends critically upon the temporal interval between them. Unless mediating behaviors have been developed through prior learning, even a few seconds delay between occurrence of a response and reinforcement may mean the difference between maximum learning and no learning whatever."[98]

The automatic checking device in the communication activities provides an immediate reinforcement of the response of the speaker assuming that communication does not break down because of a mistake in interpretation by the hearer. As no such systematic reinforcement agent exists in the design of other materials listed in Appendix A the role of the automatic checking device in the TESL Project materials is a pedagogical innovation which represents an advance in materials design despite the fact that it may not cater for the contingency of a mistake occurring in the interpretation of the response by the hearer.

The principle of systematic individual practice in both speaking and hearing new units of language.--The nature of the communication activities in the TESL Project materials provides for the systematic individual practice of each unit of language in both speaking and hearing. Whenever a sentence is practiced one pupil practices making up and saying the sentence while another pupil practices hearing and interpreting the sentence that has been made up. To a limited degree both hearing and speaking components are present in all language practice procedure. For example: in the practice unit of the Minenda English Course pupils practice the sentence pattern they have just been taught by making up sentences in appropriate contexts, following the examples that have been demonstrated by the teacher. Emphasis here is on the active production of language. Hearing and interpretation of what is said is incidental and not an integral part of language practice procedures. There is no check on whether or not anyone in the group is listening to the pupil who is practicing. The same procedure for individual practice applies in Straight for English.

In New Nation English[99] the emphasis is again placed solely on the speaking. The following instructions to teachers describes a typical language practice situation: "Form a row of children, giving pencils to some but not to others. Get other children to go along the row saying of each child in it either 'He has some pencils' or 'He has no pencils.'"[100] The children standing in the row are not required to respond in any way as a result of hearing the language spoken about them. They need not be there. Pupils may be listening and interpreting what is said but it is not necessary for them to do so. Language practice procedure does not provide for the necessity of pupils who are not actively engaged in practicing the production of language, to listen and interpret. In the TESL materials such a necessity is written into the structure of the communication activity. For each speaker there is a corresponding listener who must listen, interpret and then respond in the form of overt behavior according to his interpretation of what he heard. He is in fact held accountable for what he heard--he is an active listener rather than a passive one.

In all the materials of the comparative corpus, when request patterns or questions and answers are being drilled, hearing does have a more important place in the language practice. However, even in these drills the response of the hearer is virtually predetermined and routine not being related to his interpretation of what is spoken. For example: In drilling the question and answer forms in the Minenda English Course affirmative answers are practiced in a block and then negative answers are practiced in a block. The pupils giving the answers who are the hearers of the question, are not providing differential responses according to what they hear. They are providing formulaic responses in a purely technical pattern drill which does not relate to the functional interpretation of language heard.

If it be assumed that the functional interpretation of language heard is a further language skill required of learners of a new language then it may be assumed that it is desirable that at each stage in the gradual and systematic expansion of the learner's command of the language being learned, practice in the functional interpretation of language heard be included in any set of materials to be used to teach the language. The parallel development, in the practice unit of the Minenda materials, of both speaking and hearing aspects of language learning, as integral inter-dependent parts of language practice procedure is a pedagogical innovation of materials design. It is an innovation because no materials of the corpus used as a comparative basis include systematic individual practice of both making up and using new language and hearing and interpreting new language.

The Operation of the Language Practice Unit

Introduction.--The first two sections of this paper have dealt with the major assumptions of the conceptual framework of the language practice unit in the TESL Project materials and the chief principles of pedagogy which are generated by those assumptions and are manifest in the materials themselves. This section will deal with the functioning of these pedagogical principles in the operation of the language practice unit. The procedure will be to examine the situation for selection and use of language by the speaker and for interpreting and responding to language by the hearer and to determine whether or not there is a difference in the dynamics of the language practice environment of the learner using the TESL materials as compared with the learner using other language practice materials and whether or not this difference, if it exists, develops competencies which are closer to the terminal competencies of language learning than those competencies developed in other materials. An assumption made here, as has been made in the evaluation of the principles of pedagogy is that if the competencies developed in the learning environment of the practice unit of the TESL Project materials relate more closely to the end competencies which are the aim of language teaching (using language as a means of communication in society) than do those competencies developed in other materials then the language practice unit of the TESL Project materials represents a significant development in materials design.

The language practice environment of the speaker.--In all communication activities the language that is to be used initially by the speaker is indicated by (1) a pictorial stimulus or (2) a situational stimulus or (3) a combination of both (1) and (2). In some advanced communication activities where a sequence of utterances forms the communication between speaker and hearer the second or third utterances of the speaker may be indicated by a linguistic stimulus (which is a linguistic response by the hearer), e.g.,

Speaker: Do you want a red car?
Hearer: Yes, I do.
Speaker: Take the one near the blue book.

In this sequence the response, "Yes, I do" acts as a linguistic stimulus for the speaker to respond "Take the one near the blue book."

This use of stimuli is not new in language practice materials. In *English in Grade I* [101] all four examples are to be found. However in this text when the pupils see the stimulus (either in pictorial or situational form) they simply repeat automatically the language they have learned to associate with that stimulus. They are not required to think or "puzzle out" what the appropriate form might be. They have learned in the teaching part of the lesson a "one to one relationship" between that stimulus and the appropriate response to that stimulus. For example: In Unit I of *English in Grade I* [102] the pupils practice using the sentences of a sentence pattern with the aid of a wall chart. The teacher provides model sentences which are associated directly with each picture on the wall chart. These models then serve as the basis for practice. When a teacher points to a picture the child automatically associates with it a learned response and produces it.

The function of the stimulus in determining the language to be used by the speaker in the TESL Project practice unit is different from that described above for there is no direct automatic link between the stimulus and the linguistic response. There is an intervening step between the stimulus and the response where the speaker is required to think and interpret the situation in relation to the stimulus. This interpretation relates to the problem of using the stimulus to complete a task which will get the speaker (or the speaker's team) closer to the superordinate goal of the communication activity. The one stimulus may lead to two or more different responses because of the speaker's need to incorporate the stimulus into a response which will result in the completion of a task determined by the situation in which he finds himself. A simple example of the operation of this intervening step between stimulus and response may be seen in Communication Activity #6 of the TESL Project materials where the following sentence pattern is being practiced:

Give	me a	red	dog
Take		blue	bird
			fish

The general framework of this activity is described on page
The picture card that the speaker picks up will determine automatically which words are to be used in the final two slots of the sentence pattern. However, before the speaker makes his response he must examine the situation by looking at the picture cards in front of himself and in front of his partner to determine where the item pictured on the card is required. He must then, on the basis of this, make a selection of language (between "give me" and "take") and then construct and use the complete response.

This intervening step between stimulus and response by the speaker represents purposeful thinking about the selection and use of language. The possibility of making a direct automatic response to a given stimulus is an assumed pre-requisite to its purposeful use as a means of getting something done on the basis of selection among various possible responses. The distinction between this type of practice for the speaker and the former "direct link" type is illustrated in this point made by Belyayev: "When developing pupil's active speech in a language, a teacher must try to insure that they concentrate, not on the linguistic characteristics of speech, but on the thoughts expressed. It is also necessary to train pupils to make their speech in a foreign language not simply reproductive, but productive and creative."[103]

No classroom teaching technique can possibly provide for the learner practice in all the stimulus-response connections that a learner is likely to experience in using English as a foreign language outside the classroom. The teacher can only provide language experiences and practice in what can be termed nuclear focuses of the most fundamental aspects of the language system. The learner, in making use of the language skills outside the classroom will need to make an interpretative application of the nuclear focuses to the many and varied situations which demand selection and use of appropriate language. Such an interpretative application of the nuclear focuses will involve a transfer and generalization of a specific teaching point made in the artificial situation of the classroom. One aspect of this required generalization is the possibility of a given stimulus requiring differential responses at different times, i.e., more than one possible language response for the one stimulus depending on the environment in which that stimulus occurs.

The learning environment of the speaker in the TESL Project practice materials relates more closely to this end goal of language use outside the classroom than does the learning environment of the speaker in other materials which provide for the learning of direct bonds between a given stimulus and a specific response always elicited by that stimulus. Thinking about the stimulus and making an interpretation of an environment in which that stimulus occurs and then selecting an appropriate response does not necessarily provide a greater number of learned nuclear focuses but it does provide a learning environment whereby the learner may make a more assured transfer of his learning skills from the classroom to the real world.

Because of the above considerations the learning environment of the speaker in the TESL Project practice materials is a pedagogical innovation of significance in the design of language practice materials for the teaching of English as a foreign language.

The language practice environment of the hearer.--An important pedagogical innovation of the language practice materials of the TESL Project is the systematic active participation of the hearer in the process of language practice. This principle has already been evaluated and analyzed in a previous section of this paper. The innovation consists, not so much in the uniqueness of the principle itself but in the provision for systematic practice in hearing and interpretation of spoken language with every spoken response that is made. A survey of the materials listed in Appendix A reveals that the hearer in language practice actively participates in the practice when two particular language forms are being practiced. These forms are: (1) request patterns and (2) question patterns. In some of the materials in Appendix A, when these two types of sentence patterns are being practiced a hearer is required to make a response to indicate his interpretation of what is said.

In the practice of request patterns in the Minenda English Course the speaker who is practicing the pattern requests a hearer to do something. The hearer must respond by completing the request. The language practice environment of the hearer in this instance parallels that of the hearer in the TESL Project communication activities. He receives a linguistic stimulus, interprets the stimulus and then makes a nonlinguistic response to indicate his interpretation of the stimulus. Thus the existence of such a practice environment for the hearer in the TESL Project materials is not unique in itself. What is unique about this situation is that whereas in other materials the hearer is actively involved in language practice only when request patterns are being practiced, in the TESL Project materials such a practice environment exists for the speaker with every response made by a hearer. As the total amount of language teaching which is devoted to the teaching of request patterns is extremely small as compared to other sentence forms in the materials listed in Appendix B, such a learning environment for the hearer is extremely limited.

In the practice of question patterns in the materials listed in Appendix B the situation is quite different. It is true that the hearer is required to make a response to a question asked by a speaker and thus we may be justified in saying that the hearer is actively involved in the language practice. However, in almost all instances his response requires little or no interpretation of the question--it is almost exclusively formulaic. For example: In English in Grade I the pupils drill various statements from a picture chart--"He's eating," "He's drinking," "He's running," etc. In the next step of the lesson the teacher drills questions and answers about the pictures. Then the pupils take turns at drilling the questions and answers. The instruction for the teacher is "Point to each picture and ask a question that will elicit isn't."[104] The practice environment for the hearer is one where he need pay no attention to what the speaker says for his answer will always take the same form. A frequent practice sequence using questions is the one which follows the order statement, question, answer. For example in Week 2 Lesson 2 of Straight for English[105] we have the following sequence:

Speaker: This is a stick
What's this?
Hearer: It's a stick

In drills such as this the practice environment of the hearer does not require interpretation of what the speaker says. He repeats each time the sentence beginning "it's a ", and then supplies the word contained in the statement. He does not even have to think of the name of the object. It is supplied by the speaker.

The language practice environment of the hearer in the communication activities of the TESL Project always demands of the hearer an interpretation of what has been said by the speaker. For example: In Unit 12 of the TESL Project Second Year Materials the following sentence pattern is being practiced:

Do	you	need a	red	house?	Yes I do
	I		blue	car?	No you don't
				boat?	

When the speaker asks a question of the hearer, the hearer must listen to the speaker, examine the situation (whether or not he needs that particular object to get closer to the superordinate goal of the activity) and then, on the basis of this interpretation either answer "Yes I do" or "No I don't." Although the actual response made by the hearer is limited to a choice among only four possibilities, the important part of the practice sequence is the way in which the hearer is forced to listen carefully to what is said by the speaker and then to use this information to examine his situation and then make his choice of responses. The hearer is responsible for his interpretation of what the speaker says and his response is not formulaic.

Another way which the practice environment of the hearer in the communication activities differs from that of the hearer in other materials, when questions are being practiced is in the physical context within which the question is asked. In the example cited above from English in Grade I and Straight for English there are contextual clues other than language itself which assist the hearer in determining the response he will make. He sees the picture on the wall chart and he sees the stick in the speaker's hand. This implies that the response of the hearer need not be determined on the basis of the language used by the speaker alone. In the TESL Project practice units the hearer receives only linguistic clues to determine his response. This applies not only to the practice of questions and answers but to all other responses to be made by the hearer. The speaker asks a question, makes a request or statement on the basis of visual or situational cues which are not revealed to the hearer. The hearer can interpret the information given by the speaker only by listening to what the speaker says.

We may assume that if we want to give pupils practice in hearing and interpreting spoken language the most efficient and meaningful basis for such practice will be one where the pupil's hearing and interpretation is based solely on language and not on aspects of the context in which language is used. It is true that when language is used in real life there are often signals other than the language signals which will enable a hearer to interpret and understand. For example a speaker may say (pointing to a book on the table) "Give me that book over there, please." The pointing may be sufficient for the hearer to know what is required of him without understanding the language signals at all. However, dependence on contextual cues other than linguistic ones is not a satisfactory basis for practice in hearing and interpreting spoken language for the hearer will find himself in many situations where contextual cues are either not sufficient or confuse the situation. A technique of practice which is based on hearing and interpretation of language symbols alone is more satisfactory and in that the TESL Project practice materials do provide such practice for the hearer they may be evaluated as providing a more valuable practice environment for the hearer than do other materials which do not rely solely on language signals.

5. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

All of education faces the challenges of shifting concepts like those on modes of knowing, programing, individualized instruction, lifelong retraining, and universal education.

Language teaching, now undergoing dramatic advances and momentous growth has been especially challenged by new conceptualizing of language itself and of the processes of acquisition of language; by the need to provide for a higher degree of individual participation on the part of students; and by the need to simulate much more accurately the out-of-classroom functional use of linguistic signaling. Attempts are being made to take into account current linguistic theory. Much still needs doing if the field of needs that can be perceived is still in process of increasing at faster rates than before. Language laboratories have served as a partial response to meet the second of these needs. It is worth noting, however, that for the foreseeable future, neither language laboratory exercises based on current language teaching practices nor other programing of existing materials will answer the need for approximating more nearly the outside-of-classroom needs to communicate significantly within the signaling system of the language being studied. It would seem to be both ideal and necessary to use this new conception of true language practice and to make use of the added individual linguistic decision making and general language participation which (to be like out-of-class situations) will have to be in social situations, not machine situations like those in the laboratory. Language instruction should seek to attain responsive environments with people as the corresponders.

Answers to these and related issues are being sought through research endeavor.

Conclusions in a materials development project may, like the results, be considered to be the curriculum itself, in the context of the aims and goals set out as the conceptual framework. A report of the extent to which the criteria have been set forth in operational terms and of the extent to which the criteria have been met might well constitute the conclusions. These matters have been of concern throughout the report and are collected in briefest form in the summary.

A brief statement of conclusions might be, as reported in the ERIC résumé form, that the project finds, and illustrates with curriculum and other evidence, that

(1) Nonpredictable, purposeful communication* can be incorporated into instructional materials for the early stages of second language learning.

(2) Pupil participation in such communication can be almost as intensive as it is in pattern practice classes.

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*See operational definition under Methods.

(3) Pupil listeners can form useful responsive environments for pupil speakers thereby providing a more powerful context than with pattern practice.
(4) Materials so constituted can form viable classroom materials and they can be made pedagogically useful and, in fact, experiment indicates superior learning.
(5) Supporting modes are needed in a program that emphasizes the communication mode.
(6) Supporting modes can, similarly, more nearly simulate out-of-classroom functional use of language.
(7) Second language reading instruction for young children can include from the early stages emphasis on rapid silent reading with overt response.
(8) The widely-used successful techniques of oral language instruction are applicable to primary school writing instruction in the form of exercises that start with models and draw pupils in graduated steps from full reliance to no reliance on a model.
(9) The communication mode is also applicable to writing and to reading.
(10) Research was started within the framework of this project to help determine the nature of the differences that are both necessary and sufficient in provision of materials for different cultures. (One ultimate goal of this type of research is to determine the nature and extent of the valid applications of contrastive analysis in materials development. Another is to determine the nature, the possible extent and the relative usefulness of a common core set of materials designed for a wide range of cultures.)
(11) International cooperation is feasible in research and development work related to these questions.

One of the principal innovations in the materials developed at the TESL Materials Development Center is that all of the activities in the set labeled Presentation and Communication Activities feature actual communication. This means that a pupil hearer must respond actively and appropriately to a pupil speaker whose message he cannot predict. Preparing materials which are to be used in accomplishing this requires careful attention to the details of proper programing and provision for abundant individual practice through multiple-unit classroom organization in which the teacher does not have to be present with each group at all times. To do anything less means that the pupils would not have sufficient opportunity to individually make selections in their responses or to select the language stimuli which, put into use, will permit them to accomplish a variety of nonlinguistic or supra-linguistic goals.

The purposeful pupil use of communication by means of language signals exclusively is a concept not built systematically into any other extant language teaching materials. The TESL materials uniquely represent this innovative feature.

There are many elements of phatic language for which communication activities are not efficiently used. Communication activities require a difference in overt physical responses to the different language signals that the speaker may select. A nonlinguistic physical response difference is not, however, normally required after an erroneous selection of "good morning," for example, instead of the quite different expression "good evening."

There are the interesting data, on the other hand, gathered largely from New York City schools, showing that seven teachers were unable to get more than one of six groups operating at a time within a class when they were working with playlets. Children in small groups that the teacher left promptly stopped both the mime and the "going through their lines." This was not the case with communication activities. An interpretation is that children will proceed on their own when the goal is clear and attainable as it always must be in communication activities, and when they are engaged in what they perceive as activity with some purpose.

As indicated elsewhere, a fortuitous discovery was that each Communication Activity was really a test of ability at the corresponding level and that a properly programed sequence of communication activities forms a curriculum with a superb built-in-testing program. Compared with other testing devices, communication activities have a face validity of compelling superiority. (Content validity depends on which constituent aspects of speech communication we become concerned with.) It was clear from tryouts that pupils, after taking Communication Activities 1-9, which might be considered as tests in themselves, did better on Test Unit 10 (Communication Activity 10) than those who substituted other learning approaches which were currently in use in the tryout schools. The same was true for other Test Units and for specially designed tests. In Aiyetoro, for example, pupils who had followed a Communication Activities program for one year scored significantly higher on an oral comprehension test specially designed to equalize content than pupils with a history of twice as much exposure to English but without Communication Activities.

Research of this and other types must be multiplied if we are to continue to meet the current issues and challenges in foreign and second language instruction. There is strong support for what is clearly regarded as a major new idea in language instruction, one which must gain the attention of language teachers and influence the course of language instruction if our goals in second and foreign language work continue to be ability to speak in unpredictable sequences of situations and to comprehend and respond to unpredictable linguistic stimuli in the new language.

The research interests of the Center clustered around the pedagogical innovations represented in part by the discussion of Communication Activities, above, and around the need to determine more accurately the nature of differences required for materials in English as a Foreign or Second Language when used in a variety of areas or with children from a variety of different language and culture backgrounds. Toward these research goals, a single set of materials, built upon the principles of comparative analysis, but with emphasis on the positive features of facilitation through cultural and linguistic universals and similarities, was tried out in a variety of culturally different areas throughout the world. The results have begun to yield data on the similarities that can be used. Determining differences that are essential in materials, beyond those that were totally predictable, must await research programs aimed specifically at ferreting out this information.

The concept of "facilitation" in contrast to "interference" was nurtured during phases of the materials development and experimentation. Control of the native language is dependent on habits of rapid selection and speech mechanism movement within the system of contrasts that constitutes the speaker's language. There are no findings that require the interpretation that this control develops blind spots for contrastive features outside the code of the speaker's language. All findings are consonant with the theory that this control simply does not touch those contrastive features and therefore leaves control over them undeveloped in the speaker. He simply does not develop habits of rapid movement and selection within most of the systems of contrasts that constitute foreign languages for him. The words "bed" and "bird" were included in an early lesson to test feedback procedures. As anticipated, feedback reports from West Africa indicated severe problems and suggested separating these items at this very early stage. Unexpectedly, however, feedback from Peru on this matter almost duplicated that from West Africa. In retrospect it seems natural enough. The Spanish speaking pupil may be more likely to produce a pronunciation difference of a type for these two words, though unacceptable, earlier than the speaker of Yoruba produces such a difference but he hardly has the background of experience in his native language which gives him the requisite ability, ready made, to produce the difference acceptably. He, too, needs to develop sensitivity to the nature of the difference as well as ability to produce the difference. Admittedly, these data do not by themselves destroy the theory of "development of blind spots," but together with the support of much of current learning theory, they may lend additional creditability to the likelihood of undeveloped areas of ability here as opposed to developed areas of inability. While this is not the place to go extensively into "facilitation," suffice it to say that the theory would account very well for the data which indicate that Yoruba speakers in general never learn the bed/bird distinction in the same way or as "well" as do children born into an English speaking environment. Granting this, the explanation would be in terms of false facilitation or inappropriate transfer with results which are often "prematurely" satisfactory or at least satisfying to the speaker in the communicating situation.

When a pupil tries to develop new habits within the code of a foreign language, he transfers previous learnings. Where such transfer brings an inner satisfaction with results, further discriminations or learnings are not likely to take place. In areas where transfer does not operate, or where it operates only to the extent of bringing unsatisfying results, the student may continue to seek for new learning. Even here, new learning is a delicate operation and the space between a despondent response like "It's beyond me" on the one hand, and excessive, unwarranted, and undesirable transfer from previous learning on the other hand, is very small. It is rare that a balance is retained long enough to instill habits that can be considered equivalent to those of the native speaker in degree of control over the system of contrasts that constitute the foreign language.

The program presented by the project may open a new dimension of interest in multiple modes for language teaching first for pupil motivation and second as a device for enlisting teachers in a continuing program of self-education as well. Most notable in this respect has been the success of the songs and the physical education activities. The design of these is such that children participate just about equally well regardless of teacher preparation or background. Working from this mode as a base it might be possible to design a set of materials specifically for the purpose of teacher education with emphasis on the teacher's artistic selection from a choice of modes for each language learning advance.

We would recommend that the language teaching profession consider the controlled introduction of actual social communication as part of the language learning process.

We believe that the efficacy of writing programs which elicit quantities of correct writing with a minimum requirement of teacher correction time has been clearly and persuasively shown.

There are strong indications of interest in a new international cooperative effort in materials development involving Pacific basin nations building on the concepts and arrangements developed within the Project. Preliminary steps have been taken, largely through the initiative of the newly established University of Papua and New Guinea, with the encouragement of the East-West Center. Such an effort would continue not only the innovative materials development, tryout and experiment, staff training and teacher education implications of this project, but might also press forward on phases of theory development which, though present, have been less visible: How is the view of the nature of children and the nature of learning affected? What of linear vs. spiral sequences, articulation, recurrence of concepts at higher levels? How are the materials related to extant materials? What are the possibilities for adaptation? Are there implications for a theory of education and for linguistic theory?

One of the gaps to which the TESL Materials Development Project lent visibility is that of specially prepared music and song correlated with a program in controlled language learning. High degrees of teacher interest, pupil involvement, variation on pattern, and approximation to natural intonation pattern were attainable.

New possibilities for pupil improvisation within dialogue, even at early stages of language learning, are manifest in the project materials.

Communication activities, as a novel learning device of extraordinary power and dimensions, should be completed and refined for the presentation of the English language as a whole and should be prepared for adult groups as well as for children. Modification should also be completed for use without special plastic pieces but with materials readily available.

Communication activities, developed originally as language practice through extra-linguistic purposeful use of language, are shown to constitute a valid test of terminal competency for most language learning activities. They should be completed for the lexical and grammatical aspects of the language and should also become available for pronunciation.

There is a likely usefulness for other materials which, like the communication activities, could use the natural reinforcement procedures for correct responses (and the extinction procedures for incorrect responses), that are characteristic of language in normal operation.

The project added a dimension by including a sampling of materials and research on inter-pupil communication through the arrangement and transmission by pupils of pre-prepared pieces of written materials and through the reading of these messages. An entire program needs doing.

A writing program featuring learning through purposeful communication by written messages has scarcely moved beyond consideration in the TESL Materials Development Project and is not found elsewhere with the refined definition for Communication Activity used in the project.

The promise of differential identifications and rapid progression to advanced reading with emphasis on overt response to silent reading at all stages has proved promising enough to warrant extensive further development now underway in the Hawaii Curriculum Center.

Further development of the use of models for writing with a programed reduction on reliance on the model is underway.

More teacher training materials are necessary. The Project's limited films and film scripts and related work in the use of immediate playback television suggest some directions.

The work of the Project suggests the desirability of far more detailed and accurate research on separate sets of materials for different cultures as well as on the role of single sets with additions, subtractions or adaptations to meet culturally localized conditions.

Far more thought and elaboration needs to be applied to the theory of "Facilitation," which promises to be more comprehensive, wider ranging, and more compatible with most general learning theory than the theory of "Interference" in second language learning.

Further development of international cooperation in research and development is feasible. Groundwork is being laid looking toward financial support for cooperative endeavor with Pacific Basin countries, as well as continued work in Latin America, Africa, Britain and the U.S.

Limited experience late in the program of the TESL Materials Development Project indicates the value of a systems approach to programing of project plans. PERT,[106] for example, promises to encourage far more rigorous procedures in planning that will eventuate in a considerable economy of effort and expense in producing necessary research in curricula.

The discussion presented here has referred to a few of the possible areas of desirable further endeavor. We hope the report will help to draw attention to a situation in which frontiers are open, more are opening, and others are openable. At the same time we would stress the desirability of turning in solid research on small and clearly specified aspects of the vast range of possibilities. The TESL Materials Development Project itself has uncovered some of the vast range of new territory.

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7. SUMMARY OF U.S.O.E. PROJECT HE-084

The product of the TESL Materials Development Center is referred to here in terms of (I) Problem (restated in the form of a series of questions underlying the establishment of the project, (II) Background, and (III) Findings.

I. Problem

There were a number of questions underlying the establishment of the project. The primary ones are listed here.

A. Can nonpredictable, purposeful communication* be incorporated into instructional materials for the early stages of second or foreign language learning?

B. Can pupil participation in such communication be as intensive as it is in pattern practice classes? Can pupil listeners form useful responsive environments for pupil speakers?

C. Can materials so constituted form viable classroom materials, and can they be made pedagogically useful?

D. Will supporting modes be needed in a program that emphasizes the communication mode? How can supporting modes also more nearly simulate out-of-classroom functional use of language?

E. Can second language reading instruction for young children include from the early stages emphasis on rapid silent reading with overt response?

F. Are the widely-used successful techniques of oral language instruction applicable to primary school writing instruction in the form of exercises that start with models and draw pupils in graduated steps from full reliance to no reliance on a model?

G. Is the communication mode also applicable to writing and to reading?

H. What research can be started within the framework of this project to help determine the nature of the differences that are both necessary and sufficient in provision of materials for different cultures? One ultimate goal of this type of research is to determine the nature and extent of the valid applications of contrastive analysis in materials development. Another is to determine the nature, the possible extent and the relative usefulness of a common core set of materials designed for a wide range of cultures.

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*For the purpose of the Materials Project, communication means that the individual speaker is to have multiple choices of linguistic content; that he is to participate in a situation in which he has a purpose superordinate to that of language practice; and that only by the use of recently presented or newly learned language forms will he be able to accomplish his superordinate purpose. His hearers are not able to predict his linguistic choices, but are nevertheless required to respond overtly to his linguistic signals by selecting one of a range of potential responses. When the speaker repeatedly and consistently accomplishes his purpose without the necessity of repetition or extraneous signals like translation, communication is to be assumed.

J. Is international cooperation feasible in research and development work related to these questions?

II. Background

The background of the questions listed as representative of the problem includes fruitful, creative dissatisfactions; simultaneous consideration of scholarship and school curriculum; and heuristic, alert teaching practice. Of the following summary comments, most refer to historical background and some to conceptual explanation as well.

Upon completion of the revised Intensive Course series for speakers of Spanish at the University of Michigan in the 1950's, it was clear that pattern presentation and pattern practice, promising as these were from the start, did not constitute the ultimate development in second language instruction. Immediately, a closer relevance to language function seemed essential. Subsequent reaction to the shortcomings of other foreign language materials that also emphasize pattern practice, but do not succeed in going significantly beyond, bears out this early response to the Intensive Course. Recent presentations at professional meetings show growing awareness of possibilities, and distinct interest in developing materials with nonpredictable functional use of communication as a criterion for acceptability. The prototype lesson for this type of materials as subsequently developed in the TESL Materials Development Project was presented in one of the community laboratory schools of the Kaimosi Teacher Training College in Kenya.*

The dissatisfaction with college entrance reading comprehension and reading speeds, the dissatisfaction with writing ability, and the indirect approaches used in teaching these skills, suggested development more nearly parallel with direct oral approaches that were proving more successful than earlier indirect approaches to development of oral ability.

The assumption of the necessity of completely separate sets of materials, based on contrastive analysis, for every different language background was shown empirically to require research on the nature of differences required and on valid applications of contrastive analysis. This undercuts the earlier assumption that contrastive analysis clearly showed its own application somehow. Related to this is the desirability of exploring the application of studies of language universals and the extent of possible core materials for presentation to students from more than one language background, with separate materials where the core proves empirically unsatisfactory.

The world-wide extension of teaching English to speakers of other languages suggested the desirability of exploring further the extent of currently possible international cooperation in experimentation and curriculum development. This type of cooperation has often been proposed but it has commonly failed to materialize in any significant, extended way. Research on a central core, and divergences as necessary, seemed a good starting point insofar as a variety of language and cultural backgrounds would be necessary for any culturally differentiated feedback on divergences from a core that might be indicated. Qualified advisers for the project were readily obtained from another country. Readiness for cooperative endeavor had been shown in many countries.

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*Gerald Dykstra, "Active Teaching and Learning of Spoken English," Teacher Education, Vol. III, No. 2 (November, 1962) pp. 134-139.

III. Findings

Representative findings stemming from the work of project personnel and relating to the questions listed at the beginning of this summary statement include those presented here. The lettered divisions here correspond to those listed under section I. Problem, and reference should be to those questions.

A. One hundred fifty communication activities, which follow the necessary one hundred fifty presentations, have been selected as substantially meeting the requirements of the criteria established for such activities. By internal appraisal, it is determined that nonpredictable, purposeful communication can be incorporated into instructional materials. This was substantiated by the fact that communication, as operationally defined, was repeatedly accomplished in the field locations.

A fortuitous discovery, after designing each tenth communication activity to serve as a test, was that every activity not merely every tenth one, served as a proper test of language ability. The full significance of this dawned gradually. Altogether, the activities form a set of programmatically graduated tests linguistically more valid for an English language teaching program than sets which elicit markings on paper or which measure control of sub-elements of language production (e.g., pronunciation) or sub-elements of language recognition in lieu of checking on ability to communicate and comprehend messages that are cued by controlled but non-predictable situations.

The one hundred fifty communication activities accepted for the program use vocabulary that correlates with objects which are formed by using plastic pieces. An alternative program using vocabulary that correlates with items made from materials available in nearly all environments has been illustrated and demonstrated.

B. By using pupil responders in the communication situation (only after appropriate presentations), effective responsive environments have been set up. In these, successful language production by one pupil is regularly followed by an appropriate and desired overt, non-linguistic response. Incorrect language production is followed by responses not sought by the child speaker. Clearly established and known goals, non-linguistic in nature, are in these instances not attained. The activity breaks down and the pupil must start again.

With such responsive environments and with a properly programed sequence, it is not necessary for the teacher to hear correct production of the point being practiced in order that reinforcement may take place, nor is it necessary for the teacher to hear errors in the use of the point being practiced in order that the errors be detected. In this situation, with pupils forming effective and useful responsive environments for pupil speakers, a multiple unit design in the classroom is feasible. The amount of speaking and response to speaking is high. The density of pupil participation, while not quantitatively measured in the project, is anecdotally recorded as being lower than in good choral pattern practice, higher than in individualized pattern practice and qualitatively superior to both.

C. With minimal presentation and a minimum of artificial practicing, it is possible to move directly into functioning use of the language, provided situations are carefully selected. Materials so constituted do form viable classroom materials. The best tryout centers for this project have been those where teachers had the benefit of guidance from a person who knew the rationale and operation of the activities.

Children in Aiyetoro, Nigeria, responded significantly better to oral instructions from their teachers after one year of Communication Activities than did their older companions, who had studied English for two years. Evidence indicates that taking children into early functioning use of the language can be made pedagogically useful.

D. Communication in the restricted sense used here is not enough by itself to simulate the range of situations in which oral language is commonly used. Songs, physical education activities, playlets and improvisations were developed and planned to illustrate other modes by which communicating language (as well as language that is phatic in nature and is not appropriate to presentation in programed communication activities) may be presented in situations that simulate (as in the playlets) or parallel (as in the songs) out-of-classroom use of language.

E. Tryouts indicate empirically that silent reading can be started successfully at very early stages immediately after an oral presentation. (Silent reading was not tried without oral presentation and practice.) Differential response to increasingly complex segments was a basic feature of the design in the reading presentations. This work is being continued in the Hawaii Curriculum Center of the State Department of Education.

F. In writing, working from models and drawing pupils gradually away from reliance on them has shown itself to be moderately successful in most instances and spectacularly promising in some instances. This was a program that was underway before the TESL Project was funded and it was continued without benefit of project support except for limited experimentation and the development of a small set of materials for children, following upon completion of a program in cursive handwriting developed by the project.

G. The idea of reading, selecting, compiling and transmitting prepared messages for reading and responding by a recipient in situations requiring communication was added early in the course of the project. Materials of this type are unknown outside the project and very limited within. Findings are positive on the feasibility and work is being continued privately by project staff. Relative effectiveness is undetermined.

An intended part of the project from the first was preparation and experimentation with an approach to writing which incorporates purposeful communication requiring responses unpredictable except from the written message, which itself is unpredictable and develops out of the needs of a given limited but not controlled situation. Experiment was limited to use of the oral communication activities with a substitution of written messages for oral messages. A degree of success is indicated parallel to that for oral communication activities but to make it maximally significant as a writing program, the need for separate sequencing is indicated.

H. The research initiated by the project to check into the possibility of determining the nature of curricular differences required by different cultures took the form of trying a single core set in a variety of cultural settings. Adverse comments from tryout centers were almost invariably on activities not clearly and simply operable. Where a given activity went badly in one area, it went badly elsewhere. The songs, on the other hand, were enthusiastically received at each tryout center. There was no adverse comment anywhere on the geometrical abstractions which were designed to represent "real" objects and which were made by the children themselves, using plastic pieces of various shapes. The only clearly identified cultural differences were such as the anticipated special difficulty in West Africa in distinguishing "bed" and "bird" in an early version of a communication activity that had been pointedly designed to include this problem as a check on differential feedback.

J. Tryouts for TESL Project materials have been held in Japan, New Guinea, Peru, Ethiopia and Nigeria, as well as in Saipan, Puerto Rico, Hawaii, New Mexico, Texas, Mississippi and New York. About one-third of the advisers for the project were British, and consultation with them was somewhat more frequent than with their American counterparts. The only serious threat to ready international cooperation came from within one of the major institutions sponsoring the project, where it was stated that the international aspects of the project might jeopardize years of careful work in cultivating a relationship with Africa by a senior and highly respected professor in the institution. Empirically it is determined that international cooperation is possible in materials development. Evidence includes consultation and correspondence with British colleagues and extensive international collaboration in tryouts, as outlined in the project quarterly reports.

There are vast gaps in the materials field and many interesting and potentially rewarding areas have been opened up to be imaginatively developed. Specific identification of a few of these is a contribution.

AA000114

FINAL REPORT

Project No. HE-084
Grant No. SAE 4-10-027

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

Appendix I.

Part 1

Communication Activities 1-30 and Modification of Communication Activities for Use With Common Objects

January 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

ED 018 676

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

GERALD DYKSTRA
Principal Investigator

Appendix I.

Part 1

Communication Activities 1-30 and Modification of Communication Activities for Use With Common Objects

January 1967

Teachers College, Columbia University
New York, New York

Council for Public Schools, Inc.
Boston, Mass.

AN INTRODUCTION TO THE TESL PRESENTATIONS AND COMMUNICATION ACTIVITIES

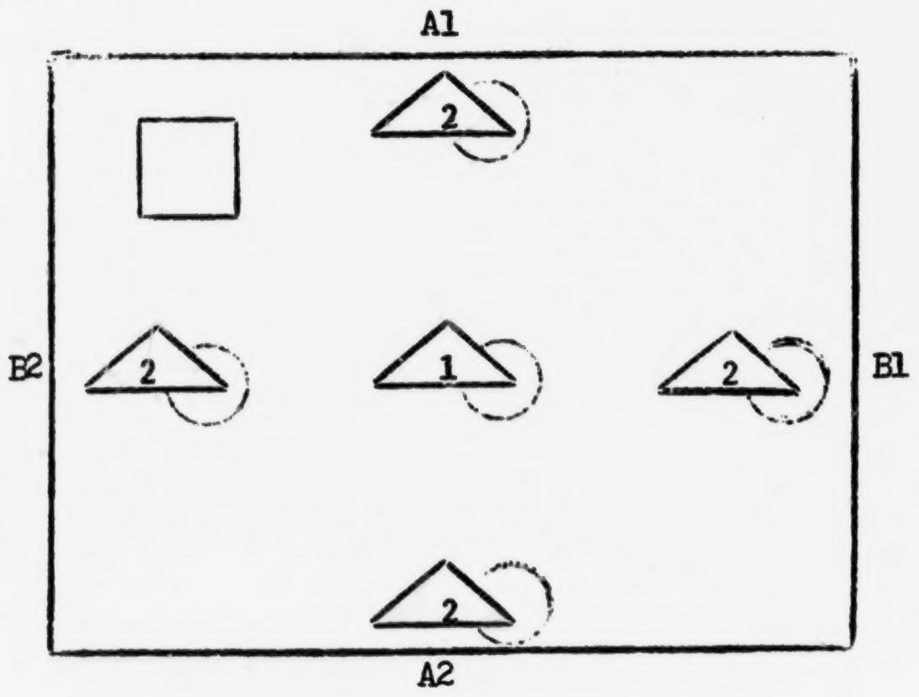
1. UNITS. Each unit in the set consists of a Presentation and a Communication Activity. Every tenth unit is a Test Unit which reviews the patterns and vocabulary of the preceding nine units.

    a. The Presentation consists of repetition and pattern practice exercises which prepare the pupils for the language and procedures of the Communication Activity.

    b. The Communication Activity gives the pupils the opportunity to put the language of the Presentation to purposeful use. Every move in the Communication Activity has a goal beyond simply practicing the language. The pupils must accomplish something and the situation (either naturally or by arbitrary rule when necessary) is such that they cannot accomplish their goal except through non-predictable but yet effective communication.

For example:

The patterns practiced in the Presentation of Unit #6 (Appendix A) are TAKE A ... in contrast to GIVE ME A ... The Communication Activity makes use of these patterns, and the team that uses them correctly gains objects from the middle of the table (Set #1) to match its own objects (Set #2). Suppose the first pupil in a group (A-1) picks a card with a picture of a blue bird on it. He does not have a matching object in front of him but his partner does. He says: TAKE A BLUE BIRD. But his partner gives him a blue bird from the middle of the table instead. Since A-1 does not have a matching object, he cannot keep the object his partner gave him. The card and the objects serve in this way to check A-1's response. Since these do not match, the Activity breaks down and the A team cannot retain an object. (In this instance because of the arbitrary but recognized and practiced rule requiring that retained objects match those already in possession of a participant.)



See the key in Appendix A to interpret the symbols in the diagram.

2. DIVIDING THE CLASS. Before beginning to use the numbered units in these materials, divide the entire class into groups of four pupils as shown in the "Introductory Unit" (Appendix A). Do not put all of the best pupils together in one group and the slowest pupils together in another group.

   Assign a number to each pupil. We have called the pupils A-1, A-2, B-1, and B-2. (You may prefer to call them 1, 2, 3, and 4). Numbers are helpful as you explain the activities. For example, you may say: "A-1, SAY: MAKE A BIRD." All the A-1's should then respond by saying "MAKE A BIRD." Each pupil must know his number and his team mate.

3. DEMONSTRATION GROUP. Choose one group to serve as a Demonstration Group. Or, if you prefer, vary this procedure for demonstration purposes by using a different group each day or week. After the Presentation, go through the Communication Activity with the Demonstration Group alone. At first, you may participate in place of one of the children to help the Demonstration Group. The rest of the class must look on while you and the Demonstration Group show how to proceed.

4. THE CLASS PROCEDURE IN THE COMMUNICATION ACTIVITY. After the class has observed the Demonstration Group, each group follows its example. Groups which are succeeding in communicating should not be interrupted, but the class ought not to continue on with any one Communication Activity. When each child or even only most of the children have managed to accomplish their Communication Activity goals, stop the lesson. Subsequent units will review what they have learned.

5. STUDENTS' MATERIALS. Each group of four pupils has the following materials, some of which are used in each unit.

   1. A box of plastic Shapees.
   2. A set of cards.
   3. A spinner.
   4. A set of spinner covers.
   5. A checkerboard/track/shield.
   6. Four direction boards.
   7. Four place cards.
   8. A paper bag.

It is important from the start to train each group to keep its box of materials in good condition (a neat box competition can be held from time to time.) A picture on each box identifies the group that "owns" it. When it is time to get the box, a group member looks at the picture on his place card (which he is allowed to keep after the Introductory Unit) and chooses the box that has the identical picture on it. Since most of the Communication Activities use cards from the set included in each box, you may want to divide this set into four packs (one for each member of the group) in order to make selection easier. For instance, if A-1 has a pack containing all the picture cards of birds, dogs, and trees, then when you want each group to use a picture card of a big blue dog, you can hold up the object, and A-1 can easily find the card in his pack. If each pupil is allowed to spend a few minutes a day during the first week or two looking through his "own" cards, he will then usually remember which cards he has.

6. TEACHER'S MATERIALS. One set of the following is necessary in each class:

1) A book of Presentations and Communication Activities
2) A picture book

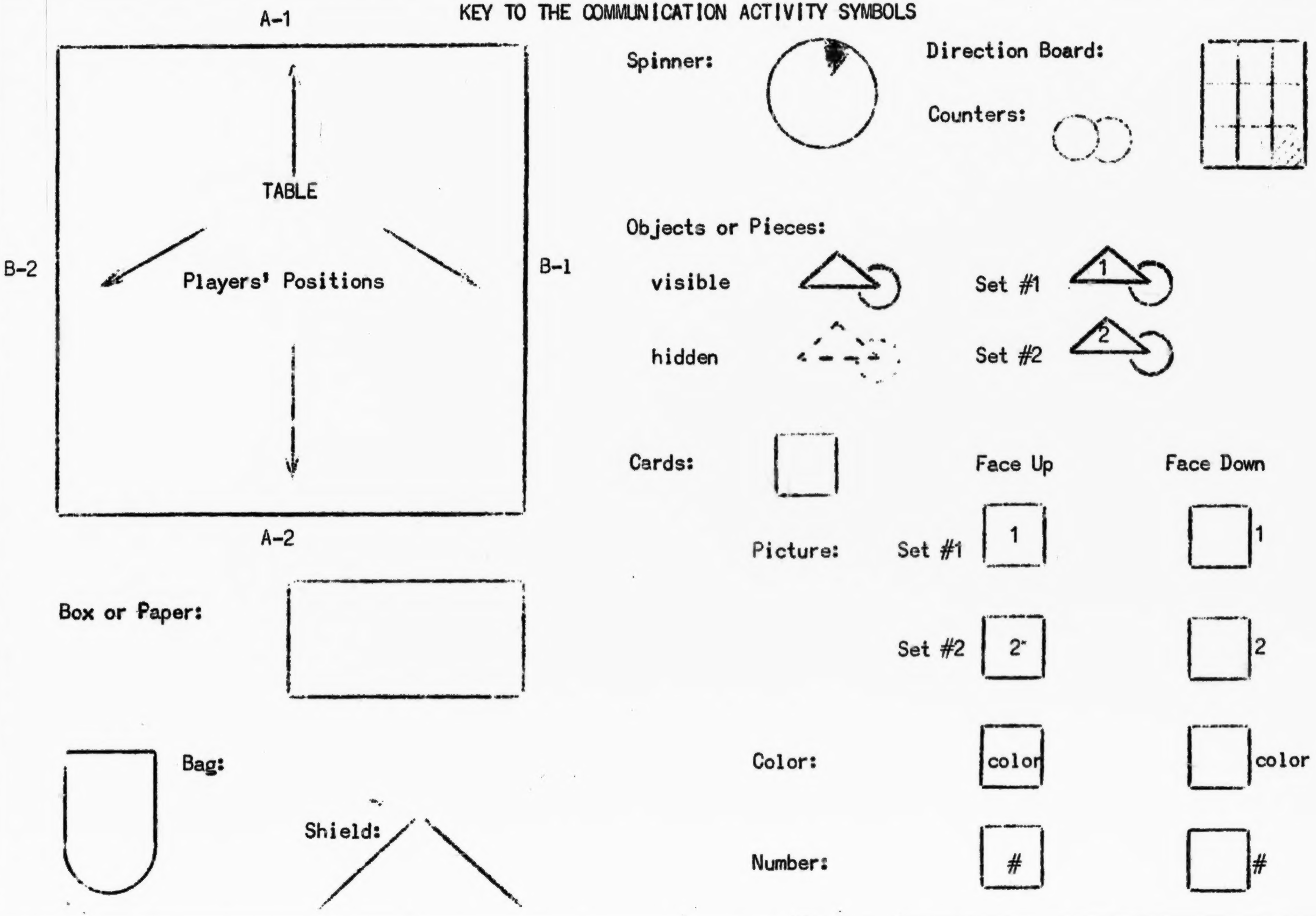
On the upper left hand side of the first page of each Presentation is a list of the objects the teacher will need for demonstration purposes. You may use the pieces and objects of the demonstration group. On the upper right hand side of each Presentation is a list of the pieces needed by each group for the day's lesson. Before beginning the Presentation, a member of each group brings the group's box to his table. As you hold up the required pieces, each group picks them out of the box and holds them up for you to see. When all the pieces have been selected, the box is put away by another member of the group. The same procedure applies for picture cards.

Each Communication Activity has a diagram which tells you, at a glance, how each group's table should look for the Activity, i.e., the location of the items that are needed and the seating plan. A simple key to all these diagrams is attached to this introduction.

What makes these materials unique? Communication. The language and procedures practiced in the Presentation are used in the Activity by groups of four in a game situation. The cards, objects and spinners act as situational cues for the pupils. The pupil must understand the cue; he must interpret it in correct language; his partner must interpret this language correctly so that he can perform an action to match the words. The cues in the example above were: a) the cue card showing a blue bird seen only by the pupil who was to speak at that time; b) the objects in front of A-1 and those in front of his partner. These told A-1 who it was that had an object matching the cue card (and who could therefore accept a matching object to win the play.) A-1 interpreted his cues correctly, but his partner did not understand his words, and responded incorrectly. In a successful communication, action matches request or statement. These, in turn, match the initial cue (a picture of a blue bird in A-1's case.) The result is a successful communication in which the partners have selected language that is appropriate to their needs and they understand each other as indicated by correct and productive overt responses.

The introduction of these activities requires patience and hard work. However, once a classroom pattern is established and the pupils understand the procedures, a large part of the Communication Activity part of each Unit can be carried on by the groups with a minimum of supervision. A teacher is able to move from table to table, helping those who are having difficulties. In the meantime, the rest of the class is kept busy, making use of the new language, taking part in an enjoyable and instructive communication activity.

KEY TO THE COMMUNICATION ACTIVITY SYMBOLS


A-1
TABLE
B-2
Players' Positions
B-1
A-2
Box or Paper:
Bag:
Shield:
Spinner:
Direction Board:
Counters:
Objects or Pieces:
visible
hidden
Set #1
1
Set #2
2
Cards:
Face Up
Face Down
Picture:
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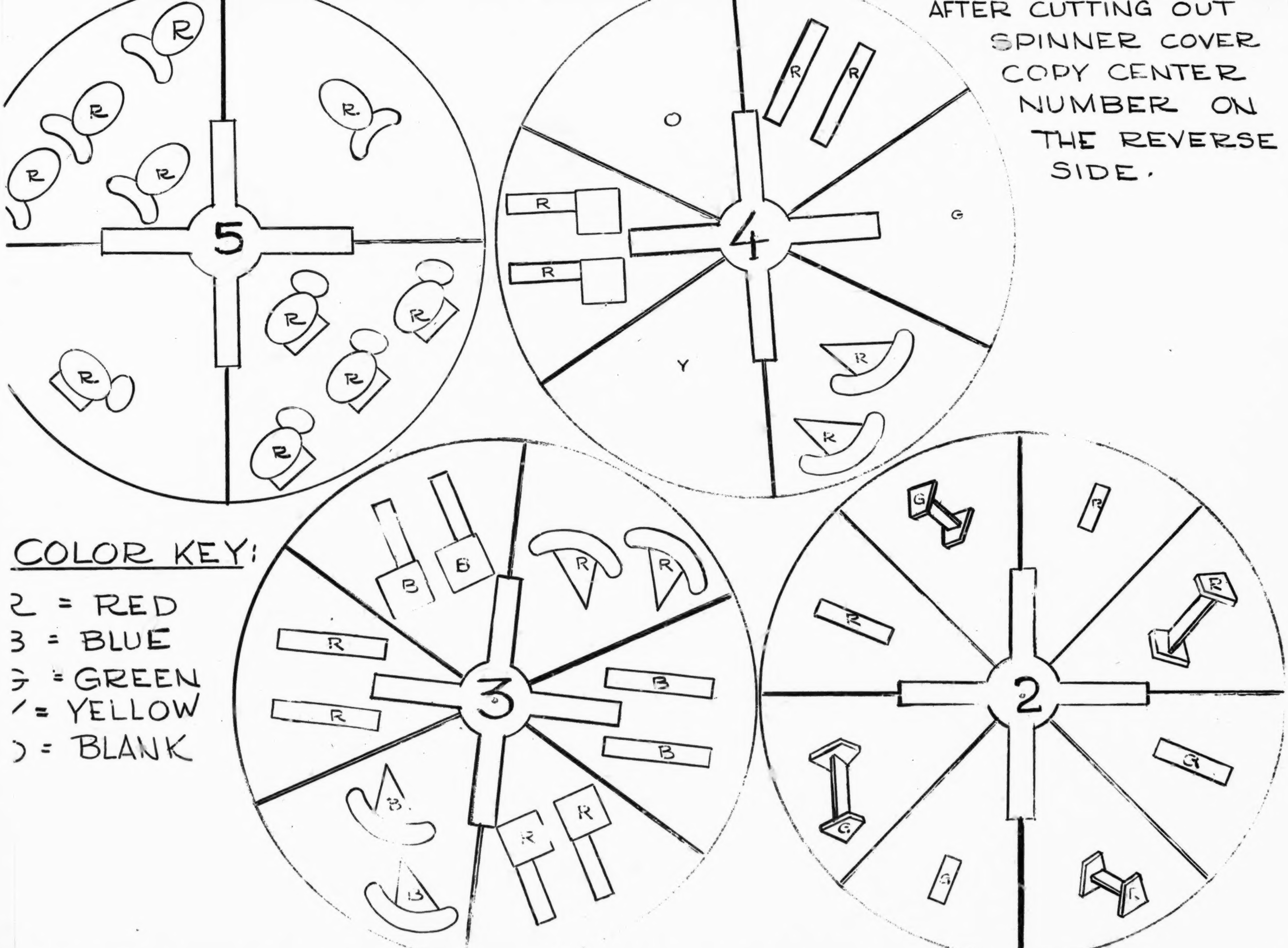
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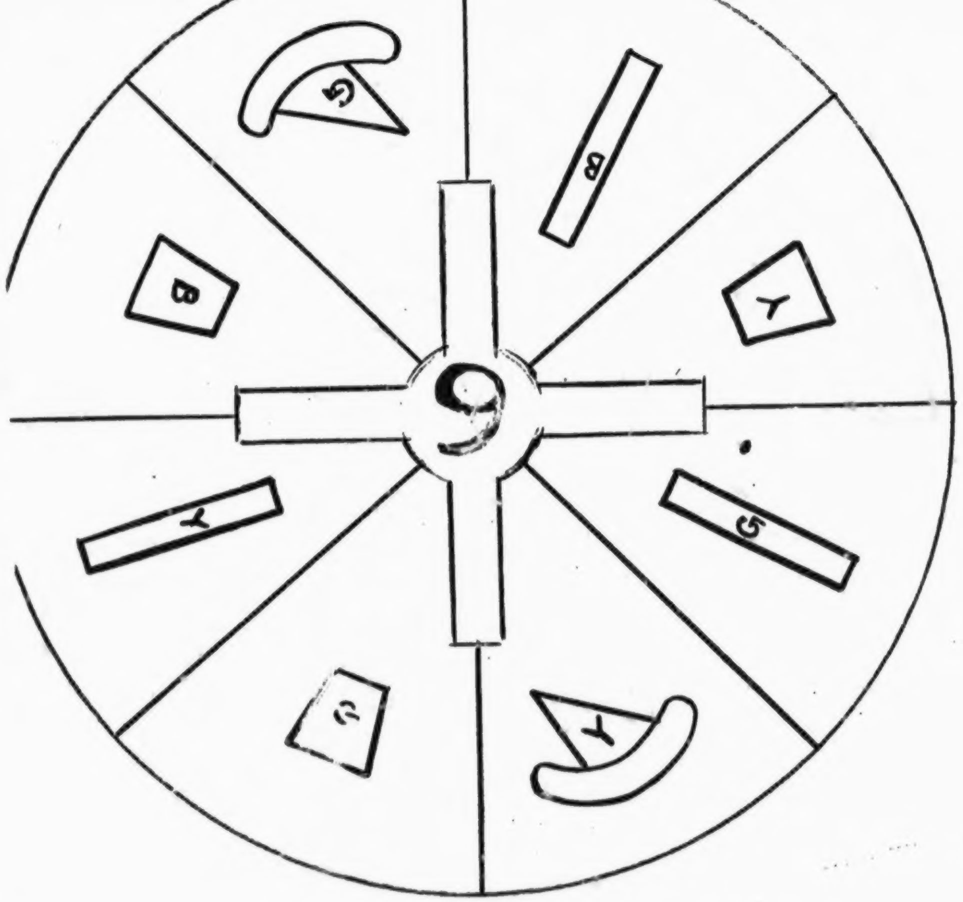
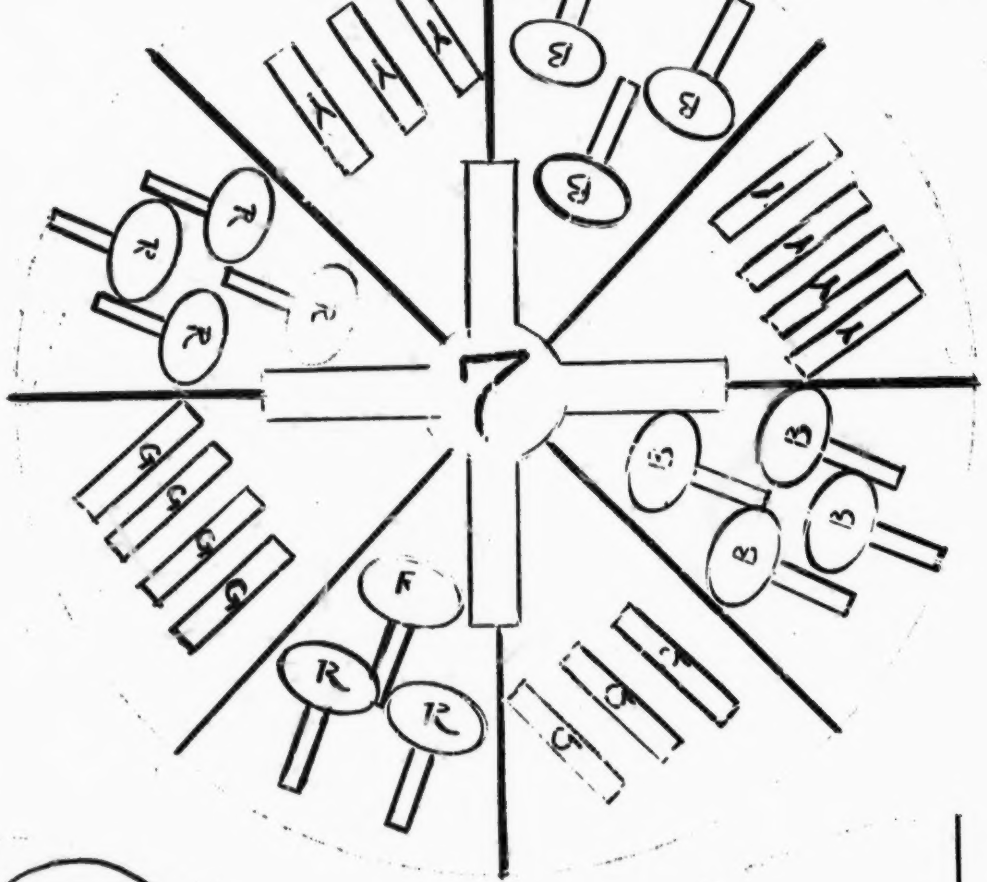
B = BLUE
G = GREEN
Y = YELLOW
O = BLANK

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AFTER CUTTING OUT
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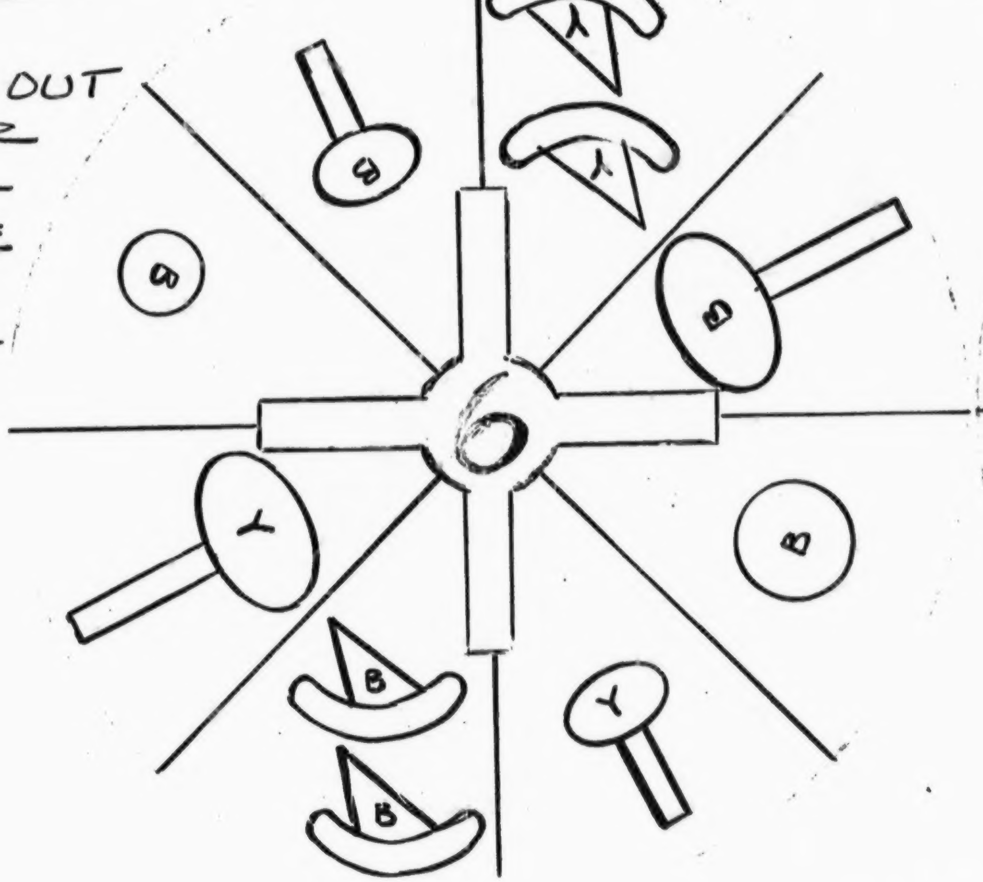
NUMBER ON THE
REVERSE SIDE.

COLOR KEY:
R = RED
B = BLUE
G = GREEN
Y = YELLOW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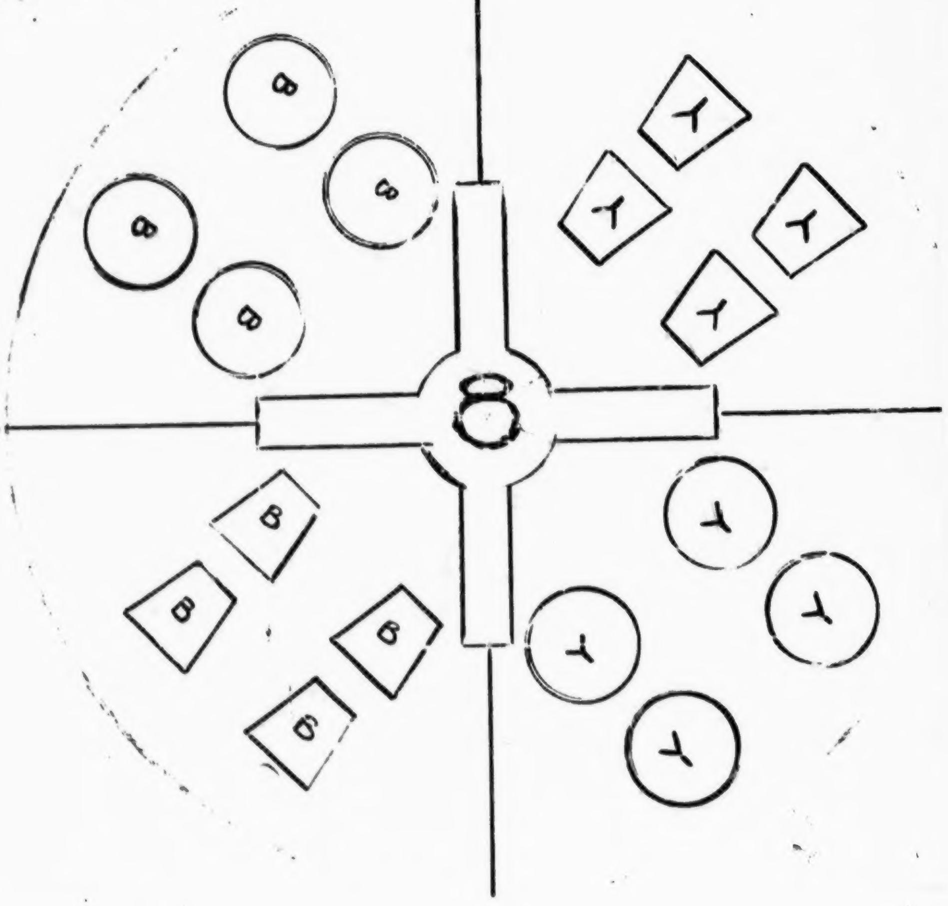
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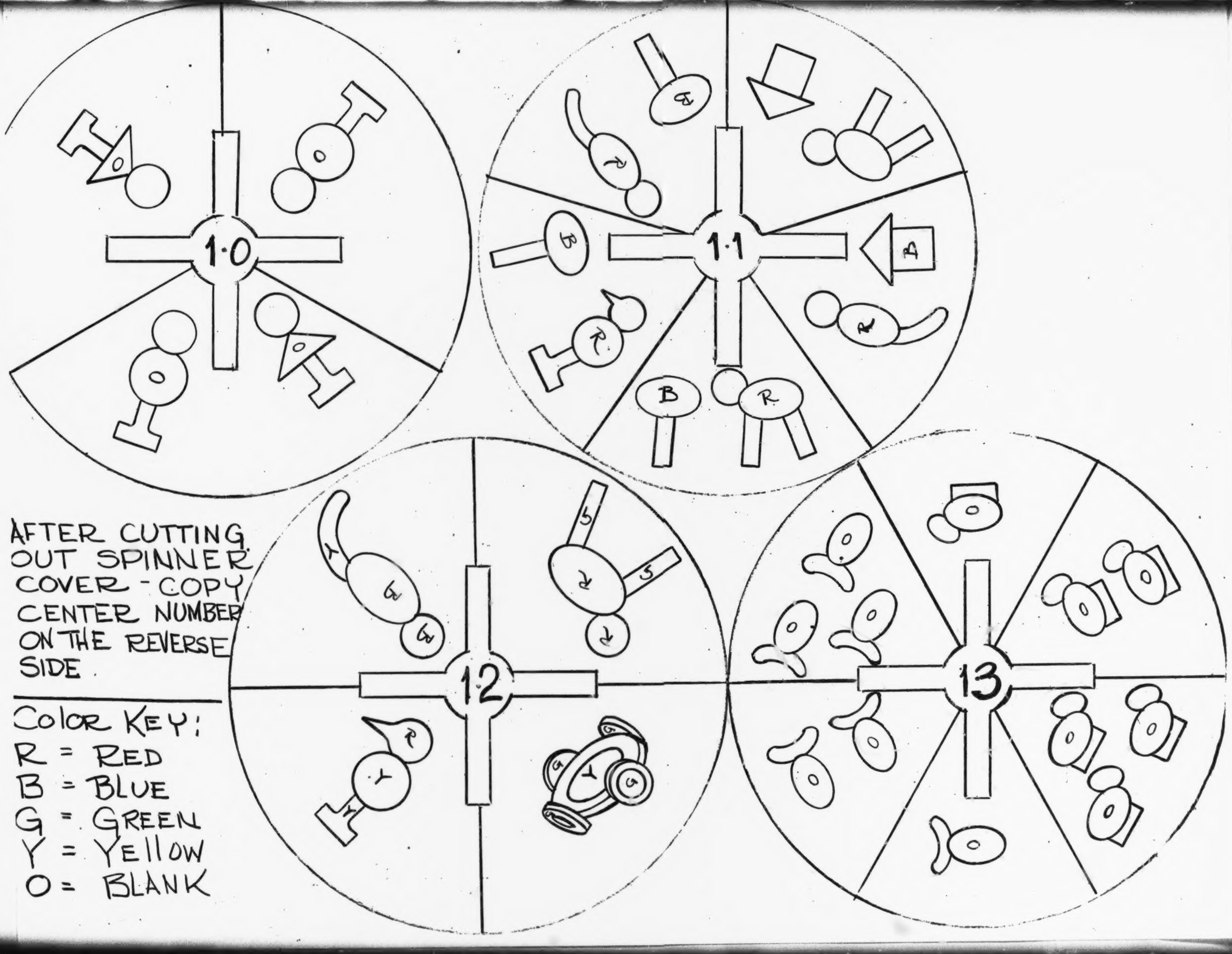

AFTER CUTTING
OUT SPINNER
COVER - COPY
CENTER NUMBER
ON THE REVERSE
SIDE

Color Key:
R = RED
B = BLUE
G = GREEN
Y = YEllOW
O = BLANK

INTRODUCTORY UNIT

Teaching Points:

1. The purpose of this Unit is to organize the class into groups of four and teams of two. This class organization will be used for all the Units.

2. A sheet of four place cards (A-1, B-1, A-2, B-2) is provided in the boxes for each group. Cut out the place cards and put them around the table, one at each pupil's seat.

3. Prepare a chart in advance, assigning each pupil to a group (by name, team and number) as shown at the beginning of the next page.

4. At the beginning of the lesson period, have all of the pupils stand at the back of the classroom.

5. This Unit has been divided into three parts. You should let the pupils repeat each part as many times as it is necessary for them to learn their numbers and teams. The parts may be introduced on successive days.

6. At the end of this Unit it is recommended that you allow the pupils to play with the shpaees before beginning Unit One. You should do two things:
   a. Pick out several different shapees from each group's box and show them how to put them back in the correct sections of the box.
   b. Have the pupils pick out several different shapees and instruct them to make any objects out ot them that they desire. After some minutes of this activity, you should tell them to put the shapees back in the box.

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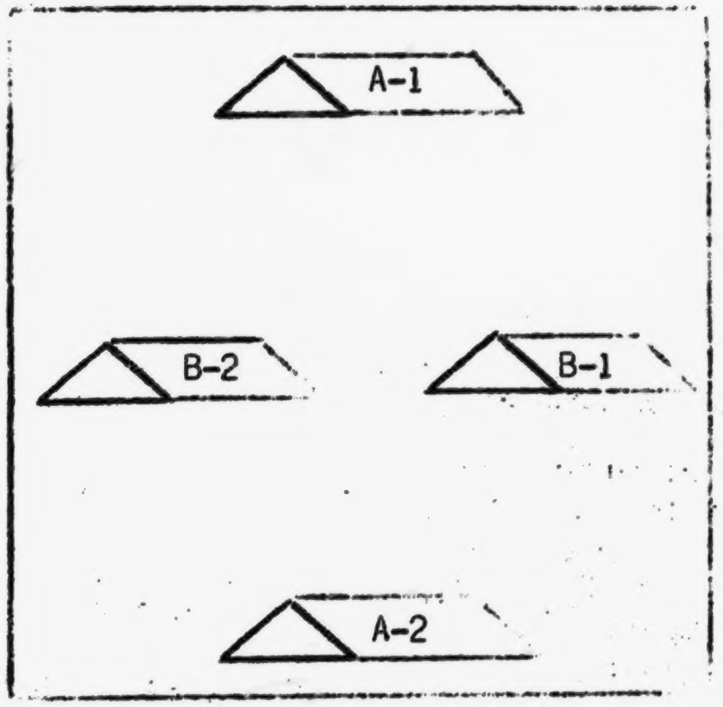
Introductory Unit

PART ONE

Teacher needs: A chart, assigning the pupils to their places:

	A-1	A-2	B-1	B-2
Group 1				
Group 2				
Group 3				
Group 4				
Group 5				

Each group needs: A set of place cards at its table:



TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Looks at the chart; calls forward all the pupils designated as A-1, by name.			
2. Writes "A-1" on the board; points to it.	A-1	(A-1 says) A-1	
3. Points to A-1.	A-1	(A-1 says) A-1	A-1s point to themselves.
4. Stands by a table; holds up a place card for A-1.	A-1	(A-1 says) A-1	Looks at the place card and the board.
5. Points to the place card and the A-1s.	A-1	(A-1 says) A-1	

	TEACHER		CLASS
	DOES THIS	SAYS THIS	DOES THIS
6.	Replaces the card at the table; points to it and acts out "sitting down." Leads A-1 to a table and seats him in front of his place card.		A-1 goes to his table and sits down in front of his place card.
7.	Repeat Steps #2-#6 with A-2, B-1, B-2, until the entire class is seated.		
8.	Raises his hand.	RAISE YOUR HAND.	They raise their hands.
9.	Puts his hand down.		They put their hands down.
10.	Then he raises it again.	RAISE YOUR HAND.	They do it.
11.	Puts his hand down.		They do it.
12.	Raises his hand; points to A-1.	A-1, RAISE YOUR HAND.	A-1 does it; then puts his hand down.
13.	Raises his hand; points to B-1.	B-1, RAISE YOUR HAND.	B-1 does it; then puts his hand down.
14.	Raises his hand; points to A-2.	A-2, RAISE YOUR HAND.	A-2 does it.
15.	Raises his hand; points to B-2.	B-2, RAISE YOUR HAND.	B-2 does it.
16.	Raises his hand.	A-1, RAISE YOUR HAND.	A-1 does it.
17.	Raises his hand.	B-1, RAISE YOUR HAND.	B-1 does it.
18.	Raises his hand.	A-2, RAISE YOUR HAND.	A-2 does it.
19.	Raises his hand.	B-2, RAISE YOUR HAND.	B-2 does it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
20. Points to A-1 and A-2	THE A TEAM	THE A TEAM	
21. Points to A-1 and A-2.	THE A TEAM	THE A TEAM	
22. Points to B-1 and B-2.	THE B TEAM	THE B TEAM	
23. Points to B-1 and B-2.	THE B TEAM	THE B TEAM	
24. Raises his hand; points to A-1 and A-2.	A team, RAISE YOUR HANDS.		They do it; then they put their hands down.
25. Raises his hand; points to B-1 and B-2.	B team, RAISE YOUR HANDS.		They do it; then they put their hands down.
26. Raises his hand.	A team, RAISE YOUR HANDS.		They raise their hands.
27. Raises his hand.	B team, RAISE YOUR HANDS.		They raise their hands.
28. Raises his hand.	A-2, RAISE YOUR HAND.		He raises his hand.
29. Raises his hand.	B-2, RAISE YOUR HAND.		He raises his hand.
30. Raises his hand.	A-1, RAISE YOUR HAND.		He raises his hand.
31. Raises his hand.	B-1, RAISE YOUR HAND.		He raises his hand.
32. Raises his hand.	A-1 and A-2, RAISE YOUR HANDS.		They raise their hands.
33. Raises his hand.	B-1 and B-2, RAISE YOUR HANDS.		They raise their hands.

PART TWO

Each group needs: A box of shapees.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Has the 4 pupils of each group push their desks together, or has them get into their regular groups of four.			
2. Points to any large object in the classroom (or explains in the native language).	POINT.	POINT.	They point to the same object.
3. He puts his hand down.			They do it too.
4. Points to another object.	POINT.	POINT.	They do it too.
5. Points to "A-1" written on the board.	POINT.	POINT.	They point to "A-1" on the board.
6. Points to A-1 of the demonstration group.	POINT TO A-1.		A-1 points to himself. The others point to A-1.
7. Points to B-1 of the demonstration group.	POINT TO B-1.		They do it.
8. Points to A-2.	POINT TO A-2.		They do it.
9. Points to B-2.	POINT TO B-2.		They do it.
10. Points to A-1 and A-2.	POINT TO THE A TEAM.		They point to themselves.
11. Points to B-1 and B-2.	POINT TO THE B TEAM.		They do it.
12. Points to A-1.	POINT TO THE B TEAM.		He does it.
13. Points to B-1.	POINT TO THE A TEAM.		He does it.
14. Points to A-2.	POINT TO THE B TEAM.		He does it.
15. Points to B-2.	POINT TO THE A TEAM.		He does it.
16. Points to A-1.	POINT TO A-2.		He does it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
17. Points to B-1.	POINT TO B-2.		He does it.
18. Points to A-2.	POINT TO A-1.		He does it.
19. Points to B-2.	POINT TO B-1.		He does it.
20. Points to A-1.	POINT TO B-1.		He does it.
21. Points to B-1.	POINT TO A-1.		He does it.
22. Points to A-2.	POINT TO B-2.		He does it.
23. Points to B-2.	POINT TO A-2.		He does it.
24. Points to A-2, B-1, and B-2.	A-1, RAISE YOUR HAND.	A-1, RAISE YOUR HAND.	A-1 does it.
25. Points to B-1, A-1, and A-2.	B-2, RAISE YOUR HAND.	B-2, RAISE YOUR HAND.	B-2 does it.
26. Points to A-1, B-1, and B-2.	A-2, RAISE YOUR HAND.	A-2, RAISE YOUR HAND.	A-2 does it.
27. Points to B-2, A-1, and A-2.	B-1, RAISE YOUR HAND.	B-1, RAISE YOUR HAND.	B-1 does it.
28. Gets the box of shapees belonging to the group; he does not take the cover off.	BOX	BOX	
29. Puts the box on his desk; points to the A-1 of the demonstration group; acts out "getting the box."	A-1, GET THE BOX.		
30. Stands by the demonstration group; holds up the box of shapees and A-1's place card; points to the identical pictures on the box and the place card.			

TEACHER		CLASS
DOES THIS	SAYS THIS	DOES THIS
31. Holds the box of shapees and A-1's place card; moves from table to table, pointing to the identical pictures on the box and the place card.		
32. Puts the box down; points to A-1. Acts out "getting the box" by matching the place card to the picture on the box.		Each A-1 gets his group's box by matching the picture on his place card to the picture on the box.
33. Points to A-1; acts out "taking back the box."	A-1, RETURN THE BOX.	He returns the box to the place he got it from.
34. Repeats Steps #29-#32 until A-2, B-1, and B-2 have all had an opportunity to get and to return the box of shapees.		
35. If there is time the teacher may ask A-1 to get the box once more, and then include Teaching Point 6 here.		

PART THREE

TEACHER		CLASS
DOES THIS	SAYS THIS	DOES THIS
1. Points at a window; then points at his eyes and back to the window again.	LOOK!	They look to where he is pointing.
2. Points at the door and then at his eyes and back to the door again.	LOOK!	They look.
3. Points at the back of the room	LOOK!	They turn around and look.
4. Points at several more objects, each time using the word *look* until the pupils know that each time they hear the word they are to look at a certain object.		
5. Cups his hand behind his ear.	LISTEN!	They remain quiet and listen.
6. If there is no noise, he makes a noise by rolling a pencil on his desk.		
7. Cups his hand behind his ear.	LISTEN!	They remain quiet and listen.
8. He makes tapping noises with his pencil.		
9. Cups his hand behind his ear.	LISTEN!	They remain quiet and listen.
10. He taps his finger on the blackboard.		
11. He makes several more noises, each time using the word *listen* until the pupils know that each time they hear the word, they are to be quiet and listen to the particular noise.		

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Holds his hand to his mouth, then moves it away, to act out "speaking."	SAY: HELLO!*	HELLO!	
13.		SAY: HELLO!	HELLO!	
14.		SAY: HELLO!	HELLO!	
15.	Points to the window.	LOOK!		They look where the teacher is pointing.
16.	Makes a noise.	LISTEN!		They cup their hands behind their ears and remain quiet.
17.		SAY: HELLO!	HELLO!	

*If the pupils say the word SAY as well as HELLO, the next time try the following: After saying the word SAY, motion the class to be quiet, not to speak, and immediately say the word HELLO and with it motion them to repeat the word. Do this several times until it is clear that they are not to repeat the word SAY but only that which follows.

INDEX TO PATTERNS

1.	MAKE	A	BIRD. HOUSE HAT			
2.	TAKE	A	HOUSE. HAT BIRD BALL			
3.	GIVE	ME	A	BIRD. FISH BALL HOUSE		
4.	TAKE	A	BIRD FISH	AND	A	BALL. HOUSE
5.	GIVE	ME	A	RED BLUE	BIRD. FISH HOUSE	
6.	TAKE GIVE ME	A	RED BLUE	BIRD. BED HOUSE		
7.	GIVE	ME B-1 B-2	A	RED BLUE	HAT. CAR HOUSE	

8.	GIVE	ME B-1 B-2	A	RED BLUE	BIRD FISH	AND	A	RED BLUE	HOUSE. BALL
9.	TAKE	THE	RED BLUE	CAR (S). BED (S) BALL (S) TREE (S)					
10.	TAKE GIVE ME	A	RED BLUE	BIRD FISH	AND	A	RED BLUE	BALL. HOUSE	
11.	GIVE	US THEM	A	RED BLUE	FISH. HOUSE TREE CAR				
12.	GIVE	US THEM	THE	BIG LITTLE	TREE (S). BIRD (S) CAR (S)				
13.	FIND	THE	BIG LITTLE	TREE (S). CAR (S) BIRD (S)					
14.	FIND	THE	RED BLUE	BEDS CARS	AND	TAKE	ONE. TWO THREE		
15.	FIND	THE	GREEN YELLOW	BIRDS HATS	AND	GIVE	ME	ONE. TWO THREE FOUR	

16.	FIND	THE	GREEN YELLOW	BIRDS. HATS	TAKE	ONE TWO	AND	GIVE	ME	ONE. TWO
17.	GET	ME	TWO THREE FOUR	GREEN YELLOW	BIRDS. HATS					
18.	GET	ME	A TWO THREE FOUR	GREEN YELLOW	HAT (S). BIRD (S)					
19.	SHOW	ME	A TWO THREE FOUR	GREEN YELLOW	BIRD (S). HAT (S)					
20.	FIND	THE	GREEN YELLOW	TREES. HATS	SHOW	ME	ONE. TWO THREE FOUR			
21.	YOU	NEED	A	RED YELLOW	DOG. BIRD TREE					
22.	I YOU	NEED	A	RED YELLOW	DOG. BIRD TREE					
23.	WE	NEED	ONE TWO THREE FOUR	STICK (S).						

24.	WE YOU	NEED	A	RED BLUE	BIRD FISH	AND	A	RED	BALL. HOUSE
25.	THEY	NEED	A TWO THREE FOUR	HOUSE (S). COATS (S)					
26.	WE THEY	NEED	A TWO THREE FOUR	HOUSE (S). COAT (S) STICK (S)					
27.	HE	NEEDS	A TWO	BIG LITTLE	DOG (S). TREE (S)				
28.	HE SHE	NEEDS	A TWO	BIG LITTLE	DOG (S). TREE (S)				
29.	I YOU HE SHE	NEED (S)	A TWO	BIG LITTLE	TREE (S) DOG (S)				
30.	I YOU HE SHE	NEED (S)	A TWO	BIRD (S) DOG (S)	AND	A A	BALL. HOUSE		
31.	SHOW	ME US A-2	A TWO	TREE (S). BALL (S) COAT (S) STICK(S)					

32.	MOVE	THE	BALL STICK	TO	THE	LEFT. RIGHT	
33.	MOVE	THE	SQUARE STICK	FORWARD. BACK			
34.	MOVE	THE	RED BLUE	SQUARE	TO THE LEFT. TO THE RIGHT FORWARD BACK		
35.	MOVE	THE	RED BLUE	SQUARE	ONE TWO THREE	SPACE (S).	
36.	MOVE	THE	SQUARE	ONE TWO THREE	SPACE (S)		FORWARD. BACK
37.	PUT	A	DOG BIRD BED BOAT	HERE.			
38.	PUT	A	DOG BIRD BED BOAT	HERE. THERE			
39.	PUT	A	LONG SHORT	BED STICK	HERE. THERE		

40.	MOVE	THE	SQUARE	ONE TWO THREE	SPACE (S)	FORWARD. BACK TO THE LEFT TO THE RIGHT					
41.	PUT	THE	BOAT CAR STICK TREE	ON IN	THE	BAG.					
42.	PICK	UP	A	BOAT BED BIRD DOG	AND	PUT	IT	HERE. THERE			
43.	PICK	UP	THE	LONG SHORT	RED GREEN	STICK. BED	PUT	IT	IN ON	THE	BAG.
44.	POINT	TO	THE	CARD	WITH	THE	STICKS. COATS BALLS	SHOW	IT	TO	ME.
45.	POINT	TO	THE	CARD	WITH	STICKS. COATS BALLS	SHOW	IT THEM	TO	ME.	
46.	FIND	THE	GREEN RED	STICKS BEDS	AND	GIVE	THE	LONG SHORT	ONE	TO	ME. B-1
47.	FIND	THE	GREEN RED	STICKS BED	AND	GIVE TAKE	THE	LONG	ONE	(TO ME). B-1 B-2	

48.	I	NEED	THIS	FLAG.
			THAT	HOUSE
				BOAT
				TREE

49.	PUT	THESE	BOATS	IN	THE	BOX.
		THOSE	STICKS	ON		
			FLAGS			

50.	(TEST UNIT) POINT	TO	THE	CARD	WITH	THE	BOATS.	PUT	IT	IN	THE	BAG.
							FLAGS		THEM			
							STICKS					

51.	GIVE	HIM	A	FLAG.
		HER		CAT
				COAT
				BOAT

52.	SHOW	ME	A	FISH.
			THE	SHEEP

53.	HIDE	A	FISH.
	FIND	THE	SHEEP

54.	PUT	A	HOUSE (S)	ON	THE	BAG.
		THE	STICK(S)	UNDER		
			CAR(S)			
			DOG(S)			

55.	POINT	TO	THE	CARD	WITH	THE	CATS.	SHOW	IT	TO	ME.
							CARTS		THEM		
							COATS				

56.	TAKE	THE	CATS. COATS CARTS	SHOW	THEM THE RED ONE THE YELLOW ONE	TO	ME			
57.	FIND	THE	TREES BOATS SQUARES	AND	GIVE	ME	THE	BIG LITTLE BLUE YELLOW	(BLUE) YELLOW	ONE(S)
58.	FIND	THE	YELLOW GREEN	COATS SQUARES	(SHOW	ME	ONE). TWO THREE			
					(DON'T	SHOW	ME	ANY).		
59.	FIND	THE	YELLOW GREEN	COATS SQUARES	(AND	SHOW	ME	ONE). TWO THREE		
					(BUT	DON'T	SHOW	ME	ANY).	
60.	PICK	UP	THE	STICKS. BOATS DOGS TREES	GIVE	ME	THE	RED BLUE LONG SHORT BIG LITTLE	ONE.	
61.	FIND	THE	YELLOW GREEN BLUE	STICK COAT BOAT	AND	PUT	IT	ON UNDER IN NEAR	THE	BAG.
62.	PUT	THE	YELLOW GREEN BLUE	STICK COAT BOAT	IN FRONT OF BEHIND	THE	BIRD.			

63.	MOVE	MY	SQUARE	ONE	SPACE(S).
		YOUR		TWO	
				THREE	
				FOUR	

64.	MOVE	HIS	SQUARE	ONE	SPACE(S)	FORWARD.
		HER		TWO		BACK
				THREE		
				FOUR		

	(I)				(.)				
65.		NEED	THE	RED	CAT	YES,	I	DO.	
	(DO YOU)			BLUE	COAT(?)	NO,	I	DO	NOT.
				YELLOW	HAT				
					BIRD				
					DOG				

	(I)				(.)		
66.		NEED(S)	THE	RED	CAT	I	DO.
	(WHO)			BLUE	HAT(?)		
				YELLOW	DOG		
					COAT		
					BIRD		

67.	WHO	NEEDS	THE	RED	CAT?	HE	DO(ES).
				BLUE	COAT	SHE	
				YELLOW	HAT	THEY	

68.	THE	GREEN	CAT	NEEDS	A	TAIL.
		RED	DOG			HEAD
			BIRD			LEG

	(WE)				(.)				
69.		NEED	THE	RED	CAT	YES,	WE	DO.	
	(DO YOU)			BLUE	COAT(?)	NO,	WE	DO	NOT.
				YELLOW	HAT				
					BIRD				
					DOG				

70.	(I) (B-1) (WHO)	NEED(S)	THE	RED BLUE YELLOW	(.) CAT COAT(?) HAT BIRD DOG	HE SHE	DOES.

71.	PUT	THE	BALL FISH STICK BOAT HOUSE TREE FLAG COAT	ON	OUR THEIR	PAPER.

72.			BIRD FISH BALL	ON	HIS HER	PAPER	AND	A	HOUSE BALL FISH	ON	HIS HER	PAPER.
	PUT	A	BIRD FISH BALL	AND	A	HOUSE BALL FISH	ON	HIS HER	PAPER.			

73.	PUT	THE	RED BLUE YELLOW	FLAG COAT CAT DOG	ON	HIS HER THEIR	PAPER.

74A.	I	HAVE NEED	A	RED BLUE YELLOW	FLAG. COAT CAT DOG

74B.	I	HAVE NEED	GOT	A	RED BLUE YELLOW	FLAG. COAT CAT DOG

75.	THIS	BIRD(S)	IS	FOR	ME.
	THESE	DOG(S)	ARE		YOU
		STICK(S)			B-1
		BED(S)			B-2

76A.	(I HAVE)				(.)				
		A	RED	FLAG					
	(DO YOU HAVE)				(?)	YES,	I	DO.	
			BLUE	COAT		NO,	I	DO	NOT.
			YELLOW	CAT					
				DOG					

76B.	(I HAVE)					(.)				
		GOT	A	RED	FLAG					
	(HAVE YOU)					(?)	YES,	I	HAVE.	
				BLUE	COAT		NO,	I	HAVE	NOT
				YELLOW	CAT					
					DOG					

77.	THIS	THING	IS	FOR	ME.
				NEAR	YOU
					B-1
					B-2

78.	THIS	THING	IS	FOR	MY	CARD.
				ON	YOUR	
					HIS	
					HER	

79.	THIS	WHEEL	IS	FOR	THE	RED	CAR.
		LEG				BLUE	DOG
		ROOF				GREEN	HOUSE
		HEAD				YELLOW	BIRD

80.	THIS	WHEEL LEG ROOF HEAD	IS	FOR	THE	RED BLUE GREEN YELLOW	CAR. DOG HOUSE CAT

81.	TAKE	A	CART CAT COAT FISH BALL STICK BIRD HOUSE BED	FROM	MY YOUR B-1's B-2's	PAPER.	(AND	A	HOUSE BIRD STICK BALL FISH COAT CAT BED CART	FROM	B-1's	PAPER.)

82.	THE	BIRD DOG CAT	WANTS	TO	GO	TO	THE	HOUSE. TREE

83A.	I	HAVE	A	RED BLUE GREEN YELLOW	BALL. STICK	I	CAN CANNOT	MATCH	IT.

83B.	I*	HAVE	GOT	A	RED BLUE GREEN YELLOW	BALL. STICK	I	CAN CANNOT	MATCH	IT.

84.	YOU	CAN CANNOT	MATCH	IT.	IS	IT	A	RED BLUE GREEN	STICK? BALL	YES, NO,	IT IT	IS. IS	 NOT.

85.	(WHAT	WILL	YOU	DO?)	I	WILL	PUT	A	BED BIRD FLAG DOG	ON	MY	CARD.

86.	WHAT	WILL	YOU	DO?	I	WILL	PUT	A	BED BIRD FLAG DOG	ON	MY	CARD.

87.	MAKE	ME YOURSELF	A	RED BLUE YELLOW GREEN	BIRD CAR DOG CAT	WITH	(A)	RED BLUE GREEN YELLOW	HEAD. WHEELS LEGS TAIL

88.	MAKE	ME YOURSELF B-1 B-2	A	RED BLUE YELLOW GREEN	BIRD CAR DOG CAT	WITH	(A)	RED BLUE YELLOW GREEN	HEAD. WHEELS LEGS TAIL

89.	THE	HEAD WHEEL LEGS TAIL BODY	OF	THE	BIRD CAR DOG CAT	IS ARE	RED. BLUE YELLOW GREEN

90.	MAKE	A	BIRD CAR DOG CAT FISH	WITH	(A)	RED BLUE GREEN YELLOW	HEAD WHEELS LEGS BODY	AND	(A)	BLUE GREEN RED YELLOW	TAIL BODY LEGS WHEELS HEAD	(AND	(A)	BLUE GREEN YELLOW RED	LEGS.) TAIL BODY HEAD

91.	MAKE	A	CAT.	THE	HEAD	AND	BODY	ARE	RED.	(THE	TAIL	IS	RED.)
			CAR		WHEELS		TAIL	IS	BLUE		LEGS	ARE	BLUE
			DOG		LEGS		WHEELS		YELLOW		HEAD		YELLOW
			BIRD		TAIL		LEGS		GREEN		BODY		GREEN
					BODY		HEAD						

92.	SHOW	ME	THE	BIRD	NEAR	THE	BOX,	WILL	YOU?
				DOG	ON				
				STICK	UNDER				
				TREE	IN				

93.	SHOW	ME	MY	BIRD,	WILL	YOU?
			YOUR			
			B-1's			
			B-2's			

94.	I	WANT	TO	MAKE	A	RED	FISH.	GIVE	ME	THE	HEAD.
						BLUE	BIRD				BODY
						GREEN					LEGS
						YELLOW					TAIL

95.	I	WANT	TO	MAKE	A	RED	FISH.	WHO	HAS	THE	HEAD?			
						BLUE	BIRD				BODY			
						GREEN					LEGS			
						YELLOW					TAIL			
								I	HAVE.	GIVE	IT	TO	ME,	PLEASE.

96.	WHERE	IS	THE	RED	SQUARE?	IT	IS	ON	THE	BAG.
				BLUE	COAT			UNDER		
					STICK			IN		
								NEAR		

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97.   WHERE     ARE     OUR      SQUARES?     THEY     ARE     ON      THE     BAG.
                        THEIR    COATS                         UNDER
                                 STICKS                        IN
                                                               NEAR

98.   WHERE     ARE     THE      TREES?       ONE      IS      ON      THE     BAG.     THE    OTHER   IS   IN      IT.
                                 COATS                         UNDER                                        UNDER
                                 STICKS                        IN                                           ON
                                 BEDS                          NEAR                                         NEAR

99.   MOVE      THE     RED      STICK(S).    WHERE    DID     YOU     MOVE    IT?
                        BLUE     SQUARE(S)                                     THEM     FORWARD
                        GREEN    COAT(S)                                                BACK
                                                                                        TO THE LEFT
                                                                                        TO THE RIGHT

100.  MOVE      THE     RED      STICK(S).    WHERE    DID     YOU     MOVE    IT?
                        BLUE     BALL(S)                                       THEM
                        GREEN    COAT(S)                                                ONE    SPACE(S)     FORWARD
                                                                                        TWO                 BACK
                                                                                        THREE               TO THE LEFT
                                                                                                            TO THE RIGHT

101.  WE    NEED   SOMETHING     GREEN.
      THEY                       YELLOW       DO    WE    NEED     A   DOG?
                                                                       BIRD
                                                                       TREE
                                                                                YES,    WE     DO.
                                                                                NO,     THEY   DO     NOT.
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102.  THE   RED     CARD.
            BLUE
            GREEN
            YELLOW       THERE  IS  SOMETHING  UNDER  THE  RED     CARD.
                                    NOTHING                BLUE
                                                           GREEN
                                                           YELLOW    IS  THERE  A  STICK?
                                                                                   BALL    YES, THERE IS.
                                                                                           NO,  THERE IS NOT.

103A. HOW   MANY   RED    STICKS   DO     YOU    HAVE?    NONE.
                   BLUE   BALLS                           ONE
                                                          TWO
                                                          THREE

103B. HOW   MANY   RED    STICKS   HAVE   YOU    GOT?    NONE.
                   BLUE   BALLS                         ONE
                                                        TWO
                                                        THREE

104.  SHOW   ME    A     FISH.
                   SOME  SHEEP     (HOW   MANY?   ONE.)
                                                  TWO
                                                  THREE
                                                  FOUR

105.  I       NEED   ONE    OF    THE   RED    BALLS.
                     SOME               BLUE   STICKS.
      I DON'T NEED   ANY                              (HOW   MANY?
                                                                    ONE    OF    THEM.)
                                                                    TWO
                                                                    THREE
                                                                    FOUR
```

106.	I B-1	NEED(S)	SOME ONE	OF	THE	RED BLUE	BALLS. STICKS	(HOW	MANY?	TWO OF THEM.) THREE FOUR

DO(ES)	YOU B-2	NEED	ANY	OF	THE	RED BLUE	BALLS? STICKS	YES,	I HE	DO(ES).				
								NO,	I HE	DO(ES)	NOT.	(HOW	MANY?	ONE OF THEM. TWO THREE FOUR

107.	GIVE	ME	A	RED BLUE	BIRD BALL FISH HOUSE	AND OR	A	BLUE RED	HOUSE. FISH BIRD BALL

108.	SHOW	ME	A	RED	AND OR	YELLOW	HOUSE. PIPE HAT

109.	SHOW	ME	A	DOG. TREE STICK BIRD					
					A	BIG LONG GREEN	OR	LITTLE SHORT YELLOW	ONE?
							A	BIG LITTLE LONG SHORT GREEN YELLOW	ONE.

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110. DO   YOU   NEED   SOMETHING   RED?
                                   BLUE
                                   GREEN
                                   YELLOW    YES,   I   DO.
                                             NO,    I   DO   NOT.    DO   YOU   NEED   A   DOG?
                                                                                         TREE
                                                                                         STICK
                                                                                         BIRD    YES,   I   DO.
                                                                                                 NO,    I   DO   NOT

                                   (A BIG    OR   LITTLE   ONE?
                                      LONG        SHORT             A   BIG   ONE.)
                                                                        LITTLE
                                                                        LONG
                                                                        SHORT

111.  WHAT                   (?)                  (.)      (WHERE?)    ONE     SPACE(S)    TO THE RIGHT.
              SHALL   I   MOVE        MY     SQUARE                    TWO                 TO THE LEFT.
      WHERE                           YOUR        (?)                  THREE               FORWARD
                                      B-1'S                            FOUR                BACK
                                      B-2'S

112.  THIS      THING      IS    ON    THE    RED      CARD.
      (THE BLUE  BOAT)     WAS                BLUE
          GREEN COAT                          GREEN
          YELLOW STICK*                       YELLOW         THE    BLUE     BOAT.
                                                                    GREEN    COAT
                                                                    YELLOW   STICK

113.  WAS    THERE    A     RED     BALL(S)    IN    THE    BAG?
                      TWO   BLUE    HOUSE(S)
                      THREE GREEN   CAR(S)
                                    TREE(S)
                                                              YES,    THERE    WAS.
                                                                               WERE
                                                              NO,     THERE   WAS   NOT.
                                                                              WERE
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114.	WHAT	WAS	ON	NUMBER	ONE? TWO THREE	THE	RED BLUE YELLOW	SQUARE. STICK	WHERE DID YOU MOVE IT?	A	SPACE	TO THE RIGHT. TO THE LEFT FORWARD BACK

115.	WHERE	WAS	THE	RED BLUE YELLOW	SQUARE? STICK	ON	NUMBER	ONE. TWO THREE	WHERE	IS	IT	NOW?	A	SPACE	TO THE RIGHT. TO THE LEFT FORWARD BACK

116.	THE	RED BLUE GREEN YELLOW	FLAG TREE	WILL CAN CANNOT	TOUCH	THE	YELLOW GREEN BLUE RED	TREE. FLAG

117.	CAN WILL	THE	RED BLUE GREEN YELLOW	FLAG TREE	TOUCH	THE	YELLOW BLUE GREEN RED	TREE? FLAG	YES, NO,	IT IT	CAN. WILL CANNOT. WILL NOT

118.	THE	BOY GIRL CAT DOG	CAN WILL	TOUCH	THE	HOUSE, BED	BUT	THE	DOG CAT BOY GIRL	CANNOT. WILL NOT

119.	CAN	THE	BOY	TOUCH	THE	HOUSE?	YES,	HE	CAN.
	WILL		GIRL					SHE	WILL
							NO,	HE	CANNOT
								SHE	WILL NOT

120.	CAN	THE	(GREEN)	FLAG	TOUCH	THE	(YELLOW)	TREE:	YES,	IT	CAN.
			(YELLOW)	TREE						HE	WILL
				BOY					NO,	IT	CANNOT
				GIRL						HE	WILL NOT
										SHE	

121.	TAKE	A	RED	BIRD	AND	A	BLUE	HOUSE.									
			BLUE	BALL	OR		RED	FISH									
				FISH				BIRD									
				HOUSE				BALL	WHICH	ONE	DID	YOU	TAKE?	THE	RED	BIRD.	
															BLUE	BALL	
																FISH	
																HOUSE	

122.	MOVE	THE	RED	SQUARE	TO THE RIGHT.								
			BLUE	STICK	TO THE LEFT								
			YELLOW		FORWARD								
					BACK	HOW	FAR	DID	YOU	MOVE	IT?	ONE	SPACE(S)
												TWO	
												THREE	

123.	GIVE	ME	SOME	OF	THE	RED	STICKS.	(THAT'S	TOO MANY.)
			ONE			BLUE	BALLS		NOT ENOUGH
									ENOUGH

124.	HE	NEEDS	SOME	OF	THE	LONG	BLUE	STICKS.	(THAT'S	TOO MANY.)
	SHE		ONE			SHORT	RED			NOT ENOUGH
										ENOUGH

```
125. MOVE YOUR RED  SQUARE TO THE RIGHT.
               BLUE STICK  TO THE LEFT
                           FORWARD
                           BACK          HOW FAR DID YOU MOVE IT?  ONE  SPACE(S).  THAT'S TOO FAR.
                                                                   TWO                      NOT FAR ENOUG
                                                                   THREE                    FAR ENOUGH
                                                                   FOUR
```

UNIT #1

Pattern: MAKE A BIRD.
HOUSE
HAT

Teaching Points:

1. The Presentation teaches a grammatical pattern and five vocabulary items.
2. Your pupils may need either more or less practice than is provided for in the Presentation. Have them repeat the pattern until you think they can say it well.
3. The next Unit should only be taught after the pupils have completed the Communication Activity for this Un

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#1

PRESENTATION

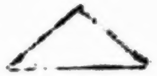
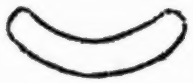
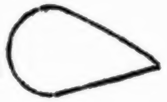
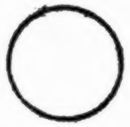
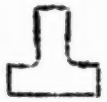
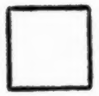
Teacher needs: 1) The following pages in the Picture Book:

a house — a shapee house
a bird — a shapee bird
a hat — a shapee hat

2) The following shapee objects:

a red house
a red bird
a red hat

Each group needs: The following shapee pieces:

4 red 
4 red 
4 red 
4 red 
4 red 
8 red 

	TEACHER	CLASS	
	DOES THIS	SAYS THIS	SAYS THIS
1.	Points to the picture of the house (in the Picture Book).	A HOUSE	A HOUSE
2.	Points to the picture of the shapee house.	A HOUSE	A HOUSE
3.	Points to the picture of the house.	A HOUSE	A HOUSE
4.	Points to the picture of the hat.	A HAT	A HAT
5.	Points to the picture of the shapee hat.	A HAT	A HAT
6.	Points to the picture of the hat.	A HAT	A HAT
7.	Points to the picture of the bird.	A BIRD	A BIRD
8.	Points to the picture of the shapee bird.	A BIRD	A BIRD
9.	Points to the picture of the bird.	A BIRD	A BIRD
10.	Takes the 2 shapee pieces for a house; puts them together.	MAKE	MAKE
11.	Takes the 2 shapee pieces for a hat; puts them together.	MAKE	MAKE
12.	Takes the 3 shapee pieces for a bird; puts them together.	MAKE	MAKE

	TEACHER		CLASS	#1
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
13.	Acts out "say."	SAY: MAKE A HOUSE.	MAKE A HOUSE.	
14.	Makes a house.	MAKE A HOUSE.		They do it. (Each pupil makes a house.)
15.	Makes a hat.	MAKE A HAT.		They do it.
16.	Makes a bird.	MAKE A BIRD.		They do it.
17.	Takes the pieces apart.	TAKE THEM APART.		They do it.
18.	Points to A-1 and B-1; holds up a house.	SAY: MAKE A HOUSE.	(A-1 & B-1 say) MAKE A HOUSE.	A-2 and B-2 do it.
19.	Points to A-2 and B-2; holds up a house.	SAY: MAKE A HOUSE.	(A-2 & B-2 say) MAKE A HOUSE.	A-1 and B-1 do it.
20.	Points to A-1 and B-1; holds up a hat.	SAY: MAKE A HAT.	(A-1 & B-1 say) MAKE A HAT.	A-2 and B-2 do it.
21.	Points to A-2 and B-2; holds up a hat.	SAY: MAKE A HAT.	(A-2 & B-2 say) MAKE A HAT.	A-1 and B-1 do it.
22.	Points to A-1 and B-1; holds up a bird.	SAY: MAKE A BIRD.	(A-1 & B-1 say) MAKE A BIRD.	A-2 and B-2 do it.
23.	Points to A-2 and B-2; holds up a bird.	SAY: MAKE A BIRD.	(A-2 & B-2 say) MAKE A BIRD.	A-1 and B-1 do it.
24.	Holds up a house.	SAY: MAKE A HOUSE.	MAKE A HOUSE.	
25.	Holds up a hat.	SAY: MAKE A HAT.	MAKE A HAT.	
26.	Holds up a bird.	SAY: MAKE A BIRD.	MAKE A BIRD.	
27.	Holds up a bird.	SAY:	MAKE A BIRD.	
28.	Holds up a house.	SAY:	MAKE A HOUSE.	
29.	Holds up a hat.	SAY:	MAKE A HAT.	

#1

COMMUNICATION ACTIVITY

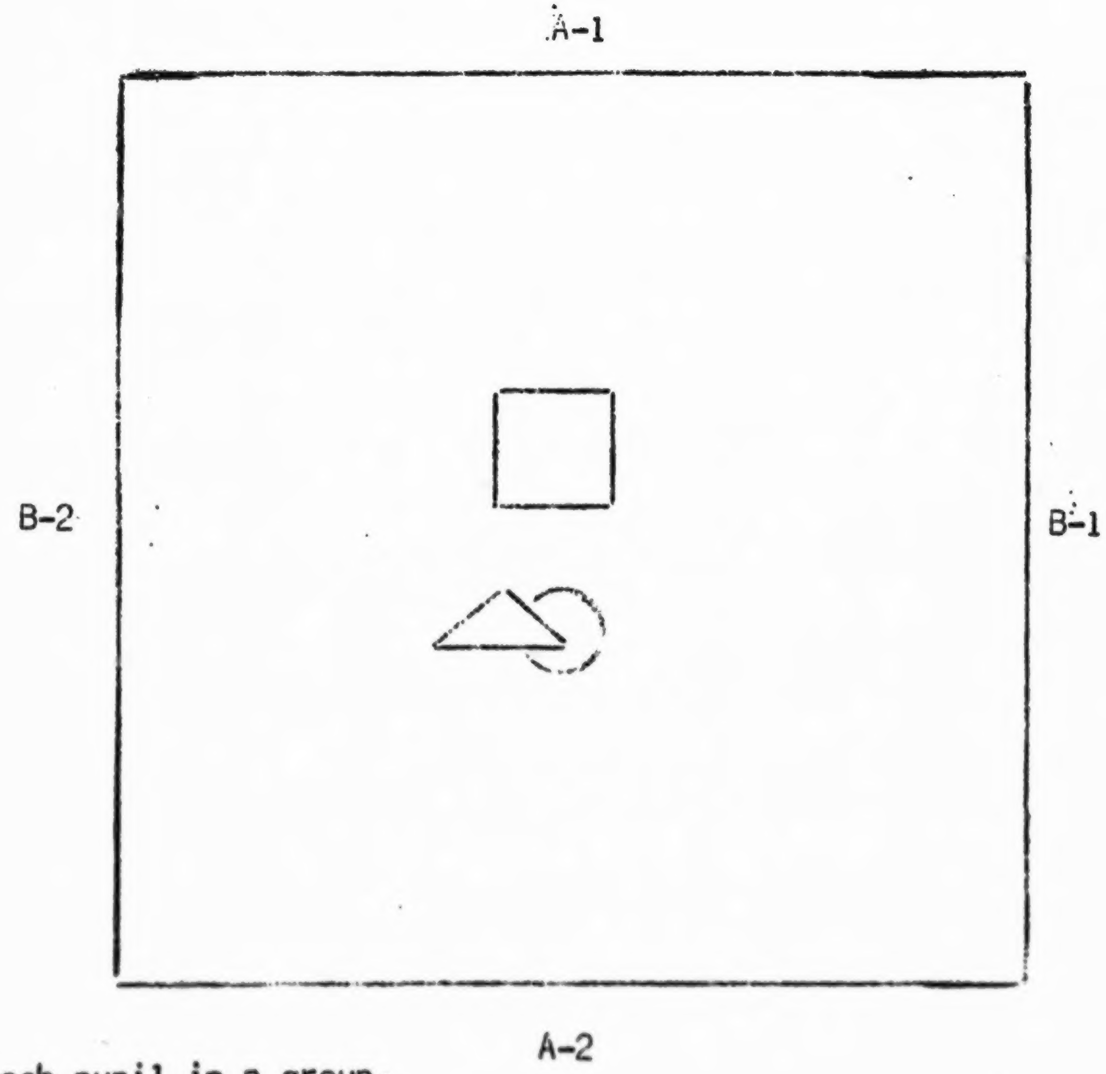
Materials needed: 1) The shapee pieces used in the Presentation

2) The following picture cards mixed and face down on the table:

a red bird (2)
a red house (2)
a red hat (2)

Aim: To make each object requested in two rounds* of the activity.

Starting Position:



*A round is one speaking turn by each pupil in a group.

Description of Play:

A-1: Takes a card (a bird*).
He says: MAKE A BIRD.
Pupils A-2, B-1 and B-2 make a shapee bird.
A-1 shows the card. All the objects match the picture card.
A-1 puts the card under the pack of cards.
A-2, B-1 and B-2 take the shapee objects apart and put them on the table.

B-1: Takes a card (a house).
He says: MAKE A HOUSE.
A-1, A-2 and B-2 make a house.
B-1 shows the card. All the objects match the picture card.
B-1 puts the card under the pack.
A-1, A-2 and B-2 take the shapee objects apart and put them on the table.

**A-2: Takes a card (a hat).
He says: MAKE A HAT.
A-1 and B-1 make a hat. B-2 makes a bird.
A-2 shows the card. The objects of A-1 and B-1 match the picture card. The object of B-2 does not match the picture card.
A-2 puts the card back under the pack.
A-1, B-1 and B-2 take the shapee objects apart and put them on the table.

B-2: Takes a card (A house).
He says: MAKE A HOUSE.
A-1, B-1 and A-2 do it.
B-2 shows the card. All the objects match the picture card.
B-2 puts the card back under the pack.
A-1, B-1 and A-2 take the shapee objects apart and put them on the table.

*It could be a house, or a hat. "A bird" is used as an example.
**A mistake has been included in this description to show what happens when mistakes are made by the pupils.

UNIT #2

Pattern: TAKE A HOUSE.
HAT
BIRD
BALL

Teaching Points:

1. The Presentation teaches new vocabulary in two places in the pattern.

2. To introduce "take" in Step #10 of the Presentation, stand by the demonstration group. Move A-1's hand to a shapee house, saying "take." Move his hand to pick up the house, if necessary. Repeat the action with other members of the group until they respond to the word "take." When you say it later, act it out by having A-1 take an object.

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#2

PRESENTATION

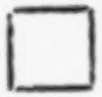
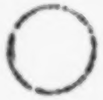
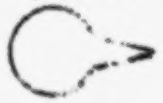
Teacher needs: 1) The following pages in the Picture Book:

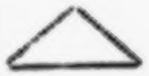
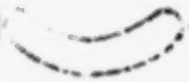
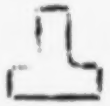
a ball a shapee ball

2) The following shapee objects:

a red house a red bird
a red hat a red ball

Each group needs the following shapee pieces:

8 red  8 red  4 red 

4 red  4 red  4 red 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to the picture of the ball in the Picture Book.	A BALL	A BALL	
2. Points to the picture of the shapee ball.	A BALL	A BALL	
3. Holds up a shapee ball; acts out "take."	TAKE A BALL.		They do it.
4. Holds up a bird.	A BIRD	A BIRD	
5. Holds up the bird again.	MAKE A BIRD.		They do it.
6. Holds up a hat.	A HAT	A HAT	
7. Holds up the hat again.	MAKE A HAT.		They do it.
8. Holds up a house.	A HOUSE	A HOUSE	
9. Holds up the house again.	MAKE A HOUSE.		They do it.
10. Acts out "take."	TAKE	TAKE	They act out "take."
11. Acts out "take."	TAKE	TAKE	They act out "take."
12. Takes the hat.	TAKE	TAKE	They take a hat.
13. Takes the house.		TAKE	They take a house.
14. Points to A-1 and B-1; holds up a bird.	SAY: TAKE A BIRD.	(A-1 & B-1 say) TAKE A BIRD.	A-2 & B-2 do it.

	TEACHER		CLASS	#2
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
15.	Points to A-2 and B-2; holds up a bird.	SAY: TAKE A BIRD.	(A-2 & B-2 say) TAKE A BIRD.	A-1 & B-1 do it.
16.	Points to A-1 and B-1; holds up a ball.	SAY: TAKE A BALL.	(A-1 & B-1 say) TAKE A BALL.	A-2 & B-2 do it.
17.	Points to A-2 and B-2; holds up a ball.	SAY: TAKE A BALL.	(A-2 & B-2 say) TAKE A BALL.	A-1 & B-1 do it.
18.	Points to A-1 and B-1; holds up a house.	SAY: TAKE A HOUSE.	(A-1 & B-1 say) TAKE A HOUSE.	A-2 & B-2 do it.
19.	Points to A-2 and B-2; holds up a house.	SAY: TAKE A HOUSE.	(A-2 & B-2 say) TAKE A HOUSE.	A-1 & B-1 do it.
20.	Points to A-1 and B-1; holds up a hat.	SAY: TAKE A HAT.	(A-1 & B-1 say) TAKE A HAT.	A-2 & B-2 do it.
21.	Points to A-2 and B-2; holds up a hat.	SAY: TAKE A HAT.	(A-2 & B-2 say) TAKE A HAT.	A-1 & B-1 do it.
22.	Has the pupils put all the shapees back in the center.			
23.	Points to A-1 and B-1; holds up a bird.	SAY:	(A-1 & B-1 say) TAKE A BIRD.	A-2 & B-2 do it.
24.	Points to A-2 and B-2; holds up a bird.	SAY:	(A-2 & B-2 say) TAKE A BIRD.	A-1 & B-1 do it.
25.	Points to A-1 and B-1; holds up a ball.	SAY:	(A-1 & B-1 say) TAKE A BALL.	A-2 & B-2 do it.
26.	Points to A-2 and B-2; holds up a ball.	SAY:	(A-2 & B-2 say) TAKE A BALL.	A-1 & B-1 do it.
27.	Points to A-1 and B-1; holds up a house.	SAY:	(A-1 & B-1 say) TAKE A HOUSE.	A-2 & B-2 do it.
28.	Points to A-2 and B-2; holds up a house.	SAY:	(A-2 & B-2 say) TAKE A HOUSE.	A-1 & B-1 do it.
29.	Points to A-1 and B-1; holds up a hat.	SAY:	(A-1 & B-1 say) TAKE A HAT.	A-2 & B-2 do it.
30.	Points to A-2 and B-2; holds up a hat.	SAY:	(A-2 & B-2 say) TAKE A HAT.	A-1 & B-1 do it.

#2

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation

2) The following picture cards (Set #1) mixed and face down on the table:

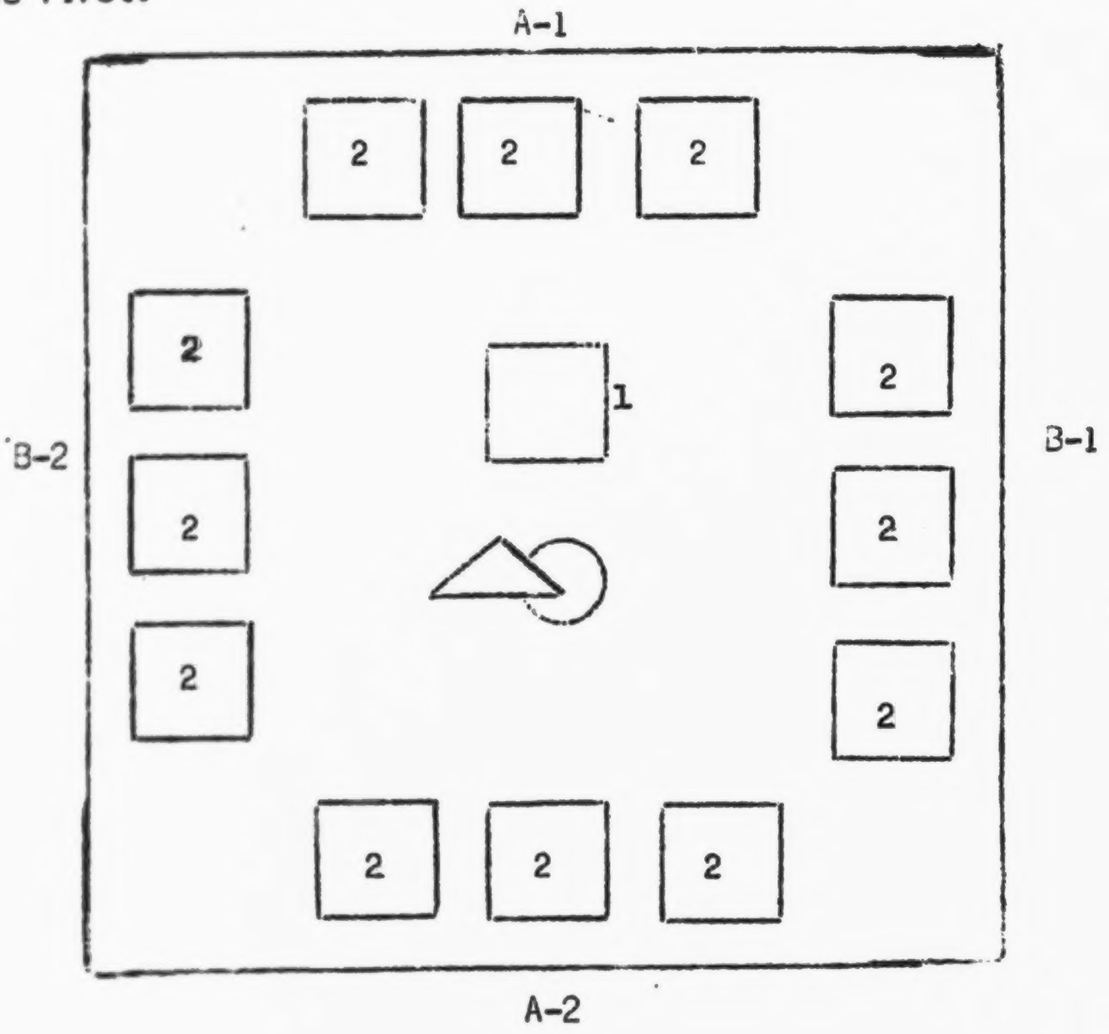
a red bird
a red ball
a red hat
a red house

3) The following picture cards (Set #2) mixed and distributed face up, three to each pupil:

a red bird (3)
a red house (3)
a red ball (3)
a red hat (3)

Aim: For a team to turn over its cards first.

Starting Position:



Description of Play:

A-1: Takes a card from Set #1 (a bird).
He looks at A-2's cards. A-2 has a matching card.
A-1 says: TAKE A BIRD.
A-2 takes a bird and puts it next to his card. They match.
A-1 shows his card. It matches A-2's card and the shapee object.
A-2 turns his card over. He puts the object back.
A-1 puts his card under the pack of cards and passes Set #1 cards clockwise to the next pupil (B-1)*.

B-1: Takes a card from Set #1 (a hat).
He looks at B-2's cards. B-2 has a matching card.
He says TAKE A HAT.
B-2 takes a hat and puts it next to his card. They match.
B-1 shows his card. It matches B-2's card and the shapee object.
B-2 turns his card over. He puts the object back.
B-1 puts his card under the pack.

**A-2: Takes a card from Set #1 (a bird).
He looks at A-1's cards. A-1 doesn't have a matching card. A-2 cannot say take.
He shows his card to the group, then puts it back under the pack.
He takes another card (a house). He looks at A-1's cards. A-1 has a matching card.
He says: TAKE A HOUSE.
A-1 takes a bird and tries to match it to his cards. It doesn't match.
He puts the shapee object back and does not turn any card over.
A-2 puts the card under the pack.

**B-2: Takes a card (a ball).
He looks at B-1's cards. B-1 has a matching card.
He says: TAKE A BIRD.
B-1 takes a bird and tries to match it to his cards. It doesn't match.
B-1 puts the shapee object back and does not turn any card over.
B-2 puts the card under the pack.

*The Set #1 cards are always passed clockwise to the next pupil.
**A mistake has been included in this description to show what happens when mistakes are made by the pupils.

UNIT #3

Pattern: GIVE ME A BIRD.
FISH
BALL
HOUSE

Teaching Points:

1. The Presentation introduces the indirect object (me) and the word "fish."

2. To introduce "give me," stand by the demonstration group. Hold out your hand to A-1, saying "give me." Then with the other hand, point first to an object, next to yourself, saying "give me a house" until A-1 actually gives you the object (it may be necessary to guide his hand at first). To act out "give me," hold out one hand and receive the object from A-1 in the demonstration group.

3. Make sure that when the pupils are learning the Communication Activity they only say "give me" when they have a picture card the same as the one they picked up in front of them.

4. It may be necessary to start the pupils out by saying "give..." or "give me..." or "give me a..."

5. Notice the two kinds of mistakes included in the description of the Communication Activity.

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#3

THE PRESENTATION

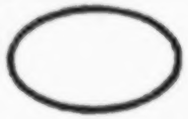
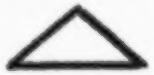
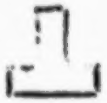
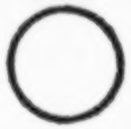
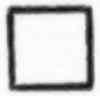
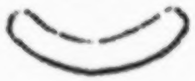
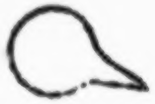
Teacher needs: 1) The following pages in the picture book:

a fish a shapee fish

2) The following shapee objects:

a red bird
a red fish
a red ball
a red house

Each group needs the following shapee pieces:

2 red  2 red  2 red 
4 red  2 red 
2 red  2 red 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to the fish in the picture book.	A FISH	A FISH	
2. Points to the picture of the shapee fish.	A FISH	A FISH	
3. Holds up the fish.		A FISH	
4. Holds up a bird.	A BIRD	A BIRD	
5. Points to A-1 and B-1; holds up the bird.	SAY: MAKE A BIRD	(A-1 and B-1 say) MAKE A BIRD.	A-2 and B-2 do it.
6. Holds up a fish.	A FISH	A FISH	
7. Points to A-2 and B-2; holds up the fish.	SAY: MAKE A FISH.	(A-2 and B-2 say) MAKE A FISH.	A-1 and B-1 do it.
8. Holds up a ball.	A BALL	A BALL	
9. Points to A-1 and B-1; holds up the ball.	SAY: TAKE A BALL.	(A-1 and B-1 say) TAKE A BALL.	A-2 and B-2 do it.
10. Holds up a house.	A HOUSE	A HOUSE	
11. Points to A-2 and B-2; holds up the house.	SAY: MAKE A HOUSE.	(A-2 and B-2 say) MAKE A HOUSE.	A-1 and B-1 do it.
12. Points to himself.	ME	ME	They point to themselves.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS ?	DOES THIS
13.	Points to himself.	ME	ME	They point to themselves.
14.	Points to himself.	GIVE ME	ME	They point to themselves.
15.	Holds out one hand to the class; points to himself with the other.	GIVE ME	GIVE ME	They point to themselves and hold out their hands to the teacher.
16.	Acts out "give me."	GIVE ME	GIVE ME	
17.	Acts out "give me."	GIVE ME	GIVE ME	
18.	Points to A-1 and B-1; holds up a bird.	SAY: GIVE ME A BIRD.	(A-1 and B-1 say) GIVE ME A BIRD.	A-2 and B-2 do it.
19.	Points to A-2 and B-2; acts out "give me" and points to the fish.	SAY: GIVE ME A FISH.	(A-2 and B-2 say) GIVE ME A FISH.	A-1 and B-1 do it.
20.	Points to A-1 and B-1; holds up the house.	SAY: GIVE ME A HOUSE.	(A-1 and B-1 say) GIVE ME A HOUSE.	A-2 and B-2 do it.
21.	Points to A-1 and B-1; holds up a bird.	SAY: GIVE ME A BIRD.	(A-1 and B-1 say) GIVE ME A BIRD.	A-2 and B-2 do it.
22.	Has A-1 and B-1 put the bird back in the center of the table. Points to A-2 and B-2.	SAY: GIVE ME A BIRD.	(A-2 and B-2 say) GIVE ME A BIRD.	A-1 and B-1 do it.
23.	Points to A-1 and B-1; holds up a fish.	SAY: GIVE ME A FISH	(A-1 and B-1 say) GIVE ME A FISH.	A-2 and B-2 do it.
24.	Has A-1 and B-1 put the fish back. Points to A-2 and B-2.	SAY: GIVE ME A FISH.	(A-2 and B-2 say) GIVE ME A FISH.	A-1 and B-1 do it.
25.	Points to A-1 and B-1; holds up a ball.	SAY: GIVE ME A BALL.	(A-1 and B-1 say) GIVE ME A BALL.	A-2 and B-2 do it.
26.	Has A-1 and B-1 put the ball back. Points to A-2 and B-2, holds up a ball.	SAY:	(A-2 and B-2 say) GIVE ME A BALL.	A-1 and B-1 do it.

#3

COMMUNICATION ACTIVITY

Materials needed: 1) The shapes objects made in the Presentation.

2) The following picture cards (Set #1) mixed and face down on the table.

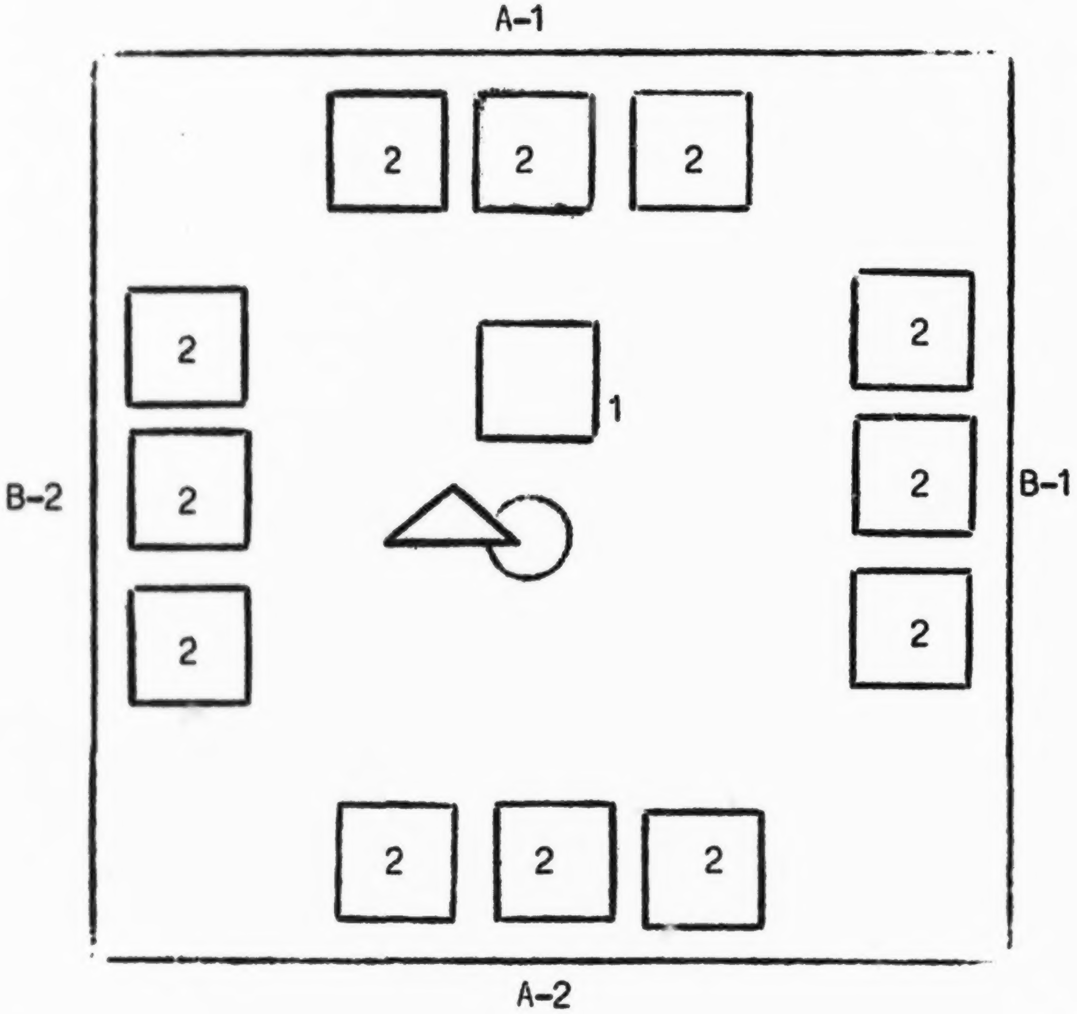
a red bird a red ball
a red fish a red house

3) The following picture cards (Set #2) mixed and distributed face up three to each pupil.

a red bird (3) a red ball (3)
a red fish (3) a red house (3)

Aim: For a team to turn over its cards first.

Starting Position:



Description of Play:

A-1: Takes a card from Set #1 (a red bird).
It matches one of his cards.
He says: GIVE ME A BIRD.
A-2 gives him a bird.
The object and the card match. A-1 puts the card under the pack.
A-1 puts the object on his card showing a red bird.
A-1 turns over the card and returns the object to the table.

B-1: Takes a card from Set #1 (a red bird).
It does not match any of his cards.
He shows the card, puts it back under the pack and takes another card (a red house).
It matches one of his cards.
He says: GIVE ME A HOUSE.
B-2 gives him a house.
The object and the card match. B-1 puts the card under the pack.
He puts the object on his card showing a house.
He turns over the card and returns the object to the table.

*A-2 Takes a card from Set #1 (a red fish).
It does not match any of his cards.
He says: GIVE ME A FISH.
A-1 gives him a fish.
The object and the card match.
A-2 puts the card under the pack. The object does not match A-2's card.
A-2 returns the object to the table.

*B-2: Takes a card from Set #1 (a red fish).
It matches one of his cards.
He says: GIVE ME A FISH.
B-1 gives him a ball.
The card and the object do not match.
B-2 puts the card under the pack, and returns the object to the table.

* A mistake has been included in this description.

UNIT #4

Pattern:	TAKE	A	BIRD	AND	A	BALL.
			FISH			HOUSE.

Teaching Points:

1. The Presentation teaches "and" as a connector of noun constructions.
2. When you are demonstrating the Communication Activity, make sure the pupils say "Take a ______" only when the picture card they take from the table matches a picture card that is in front of their partner.
3. It may be necessary to start the pupils out by saying "take..." or "take a..."

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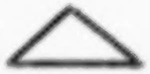
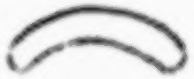
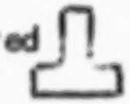
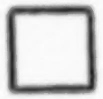
PRESENTATION

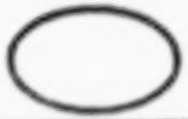
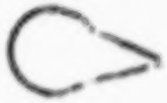
Teacher needs: The following shapee objects:

a red bird
a red fish
a red ball
a red house

Each group needs: The following shapee pieces:

4 red 
4 red 
4 red 

8 red
4 red 

4 red 
4 red 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a shapee fish.	MAKE A FISH.		They do it.
2. Holds up a shapee bird.	MAKE A BIRD.		They do it.
3. Holds up a shapee ball.	TAKE A BALL.		They do it.
4. Holds up a shapee house.	MAKE A HOUSE.		They do it.
5. Holds up a bird and a ball.	A BIRD AND A BALL	A BIRD AND A BALL	
6. Holds up a fish and a ball.	A FISH AND A BALL	A FISH AND A BALL	
7. Holds up a fish and a house.	A FISH AND A HOUSE	A FISH AND A HOUSE	
8. Holds up a bird and a house.	A BIRD AND A HOUSE	A BIRD AND A HOUSE	
9. Holds up a bird and a house.		A BIRD AND A HOUSE	
10. Holds up a bird and a house.		A BIRD AND A HOUSE	
11. Holds up a fish and a house.		A FISH AND A HOUSE	
12. Holds up a fish and a ball.		A FISH AND A BALL	

#4

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
13.	Points to A-1 and B-1, and holds up a bird and a ball.	SAY: TAKE A BIRD AND A BALL.	(A-1 and B-1 say) TAKE A BIRD AND A BALL.	A-2 and B-2 do it.
14.	Points to A-2 and B-2, and holds up a bird and a ball.	SAY: TAKE A BIRD AND A BALL.	(A-2 and B-2 say) TAKE A BIRD AND A BALL.	A-1 and B-1 do it.
15.	Points to A-1 and B-1, and holds up a fish and a house.	SAY: TAKE A FISH AND A HOUSE.	(A-1 and B-1 say) TAKE A FISH AND A HOUSE.	A-2 and B-2 do it.
16.	Points to A-2 and B-2, and holds up a fish and a house.	SAY: TAKE A FISH AND A HOUSE	(A-2 and B-2 say) TAKE A FISH AND A HOUSE.	A-1 and B-1 do it.
17.	Points to A-1 and B-1, and holds up a fish and a ball.	SAY: TAKE A FISH AND A BALL.	(A-1 and B-1 say) TAKE A FISH AND A BALL.	A-2 and B-2 do it.
18.	Points to A-2 and B-2, and holds up a fish and a ball.	SAY: TAKE A FISH AND A BALL.	(A-2 and B-2 say) TAKE A FISH AND A BALL.	A-1 and B-1 do it.
19.	Points to A-1 and B-1, and holds up a bird and a house.	SAY: TAKE A BIRD AND A HOUSE.	(A-1 and B-1 say) TAKE A BIRD AND A HOUSE.	A-2 and B-2 do it.
20.	Points to A-2 and B-2, and holds up a bird and a house.	SAY: TAKE A BIRD AND A HOUSE.	(A-2 and B-2 say) TAKE A BIRD AND A HOUSE.	A-1 and B-1 do it.
21.	Holds up a bird and a ball.	SAY: TAKE A BIRD AND A BALL.	TAKE A BIRD AND A BALL.	
22.	Holds up a fish and a house.	SAY: TAKE A FISH AND A HOUSE.	TAKE A FISH AND A HOUSE.	
23.	Holds up a bird and a house.	SAY: TAKE A BIRD AND A HOUSE.	TAKE A BIRD AND A HOUSE.	
24.	Holds up a fish and a ball.	TAKE A FISH AND A BALL.	TAKE A FISH AND A BALL.	
25.	Holds up a fish and a house.	SAY:	TAKE A FISH AND A HOUSE.	
26.	Holds up a bird and a ball.	SAY:	TAKE A BIRD AND A BALL.	
27.	Holds up a fish and a ball.	SAY:	TAKE A FISH AND A BALL.	
28.	Holds up a bird and a house.	SAY:	TAKE A BIRD AND A HOUSE.	

#4

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) The following picture cards (Set #1) mixed and face down on the table.

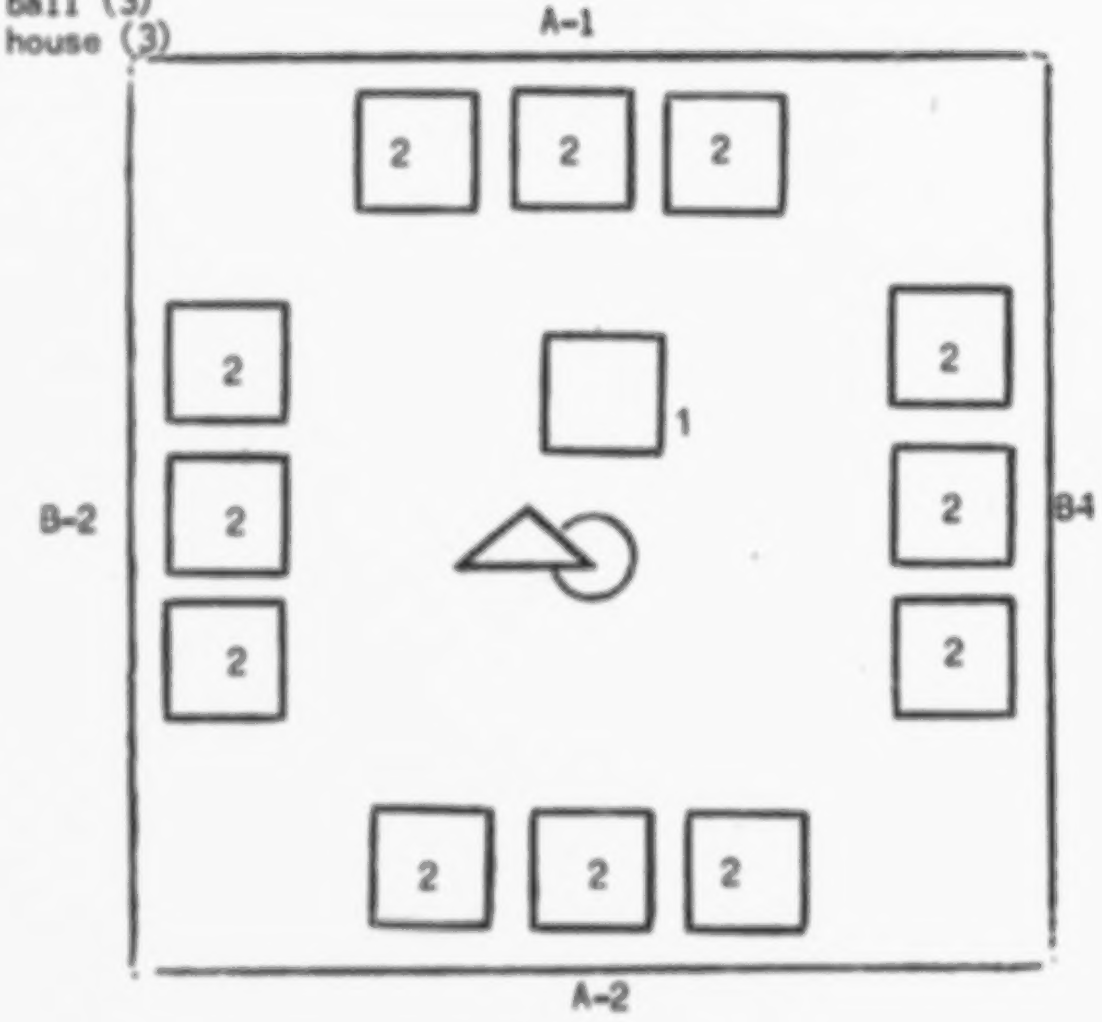
a red fish and a red ball
a red fish and a red house
a red bird and a red ball
a red bird and a red house

3) The following picture cards (Set #2) mixed and distributed face up three to each pupil.

a red fish and a red ball (3)
a red fish and a red house (3)
a red bird and a red ball (3)
a red bird and a red house (3)

Aim: For a team to turn over all its cards first.

Starting Position:



Description of Play:

A-1: Takes a card from Set #1 (a fish and a ball).
It matches one of A-2's cards.
A-1 says: TAKE A FISH AND A BALL.
A-2 takes a fish and a ball.
The objects and the Set #1 card match. The card is put under the pack.
A-2 puts the objects on his card showing a fish and a ball.
He turns that card over and returns the objects to the table.

*B-1: Takes a card from Set #1 (a fish and a house).
It matches one of B-2's cards.
B-1 says: TAKE A FISH AND A HOUSE.
B-2 takes a fish and a ball.
The objects and the Set #1 card do not match. The card is put under the pack.
B-2 returns the objects to the table.

*A-2: Takes a card from Set #1 (a bird and a ball).
It does not match any of A-1's cards.
A-2 says: TAKE A BIRD AND A BALL.
A-1 takes a bird and a ball.
The objects and the Set #1 card match. The card is put under the pack.
A-1 tries to match the objects with his cards. The objects do not match any of his cards.
He returns the objects to the table.

B-2: Takes a card from Set #1 (a fish and a house).
It does not match any of B-1's cards.
B-2 shows the card. He puts it under the pack.
He takes another card from Set #1 (a fish and a ball).
It matches one of B-1's cards.
B-2 says: TAKE A FISH AND A BALL.
B-1 takes a fish and a ball.
The objects and the Set #1 card match. The card is put under the pack.
B-1 puts the objects on his card showing a fish and a ball.
He turns that card over and returns the objects to the table.

* A mistake has been included in this description.

UNIT #5

Pattern:	GIVE	ME	A	RED	BIRD.
				BLUE	FISH
					HOUSE

Teaching Point:

The Presentation teaches the addition of adjectives to noun constructions. The Communication Activity emphasizes the use of adjectives to distinguish one object from another (i.e., red bird/blue bird).

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#5

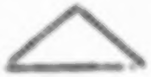
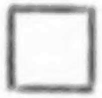
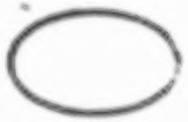
Teacher needs: The following shapee objects:

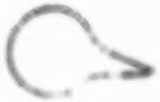
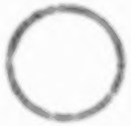
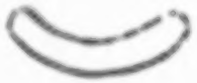
a red bird
a red fish
a red house

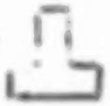
a blue bird
a blue fish
a blue house

PRESENTATION

Each group needs: The following shapee pieces:

2 red/2 blue  2 red/2 blue  2 red/2 blue 

2 red/2 blue  2 red/2 blue  2 red/2 blue 

2 red/2 blue 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a red bird.	A RED BIRD	A RED BIRD	
2. Holds up the bird.	A RED BIRD	A RED BIRD	
3. Holds up the bird.		A RED BIRD	
4. Holds the pieces for the bird; points to A-1 and B-1.	SAY: MAKE A RED BIRD.	(A-1 & B-1 say) MAKE A RED BIRD.	A-2 & B-2 do it.
5. Holds up a blue bird.	A BLUE BIRD	A BLUE BIRD	
6. Holds up the bird.	A BLUE BIRD	A BLUE BIRD	
7. Holds up the bird.		A BLUE BIRD	
8. Points to A-2 and B-2; holds up a blue bird.	SAY: MAKE A BLUE BIRD.	(A-2 & B-2 say) MAKE A BLUE BIRD.	A-1 & B-1 do it.
9. Points to A-2 and B-2; holds up a red fish.	SAY: MAKE A RED FISH.	(A-2 & B-2 say) MAKE A RED FISH.	A-1 & B-1 do it.
10. Points to A-1 and B-1; holds up a blue fish.	SAY: MAKE A BLUE FISH.	(A-1 & B-1 say) MAKE A BLUE FISH.	A-2 & B-2 do it.
11. Points to A-2 and B-2; holds up a red house.	SAY: MAKE A RED HOUSE.	(A-2 & B-2 say) MAKE A RED HOUSE.	A-1 & B-1 do it.

	TEACHER		CLASS	#
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Points to A-1 and B-1; holds up a blue house.	SAY: MAKE A BLUE HOUSE.	(A-1 & B-1 say) MAKE A BLUE HOUSE.	A-2 & B-2 do it
13.	Holds up a red fish.	A RED FISH	A RED FISH	
14.	Holds up a blue fish.	A BLUE FISH	A BLUE FISH	
15.	Holds up a red bird.		A RED BIRD	
16.	Holds up a blue bird.		A BLUE BIRD	
17.	Holds up a blue house.		A BLUE HOUSE	
18.	Holds up a red house.		A RED HOUSE	
19.	Points to A-1 and B-1; holds up the red bird.	SAY: GIVE ME A RED BIRD.	(A-1 & B-1 say) GIVE ME A RED BIRD.	A-2 & B-2 do it
20.	Points to A-2 and B-2; holds up the blue bird.	SAY: GIVE ME A BLUE BIRD.	(A-2 & B-2 say) GIVE ME A BLUE BIRD.	A-1 & B-1 do it.
21.	Points to A-2 and B-2; holds up the red fish.	SAY: GIVE ME A RED FISH.	(A-2 & B-2 say) GIVE ME A RED FISH.	A-1 & B-1 do it.
22.	Points to A-1 and B-1; holds up a blue fish.		(A-1 & B-2 say) GIVE ME A BLUE FISH.	A-2 & B-2 do it.
23.	Points to A-2 and B-2; holds up a blue house.		(A-2 & B-2 say) GIVE ME A BLUE HOUSE.	A-1 & B-1 do it.
24.	Points to A-1 and B-1; holds up a red house.		(A-1 & B-1 say) GIVE ME A RED HOUSE.	A-2 & B-2 do it.
25.	Points to A-2 and B-2; holds up a blue bird.		(A-2 & B-2 say) GIVE ME A BLUE BIRD.	A-1 & B-1 do it.
26.	Points to A-1 and B-1; holds up a red fish.		(A-1 & B-1 say) GIVE ME A RED FISH.	A-2 & B-2 do it.

#5

COMMUNICATION ACTIVITY

Materials needed: 1) The shapes objects made in the Presentation.

2) The following picture cards (Set #1), mixed and face down on the table:

a red bird (1)
a red fish (1)
a red house (1)

a blue bird (1)
a blue fish (1)
a blue house (1)

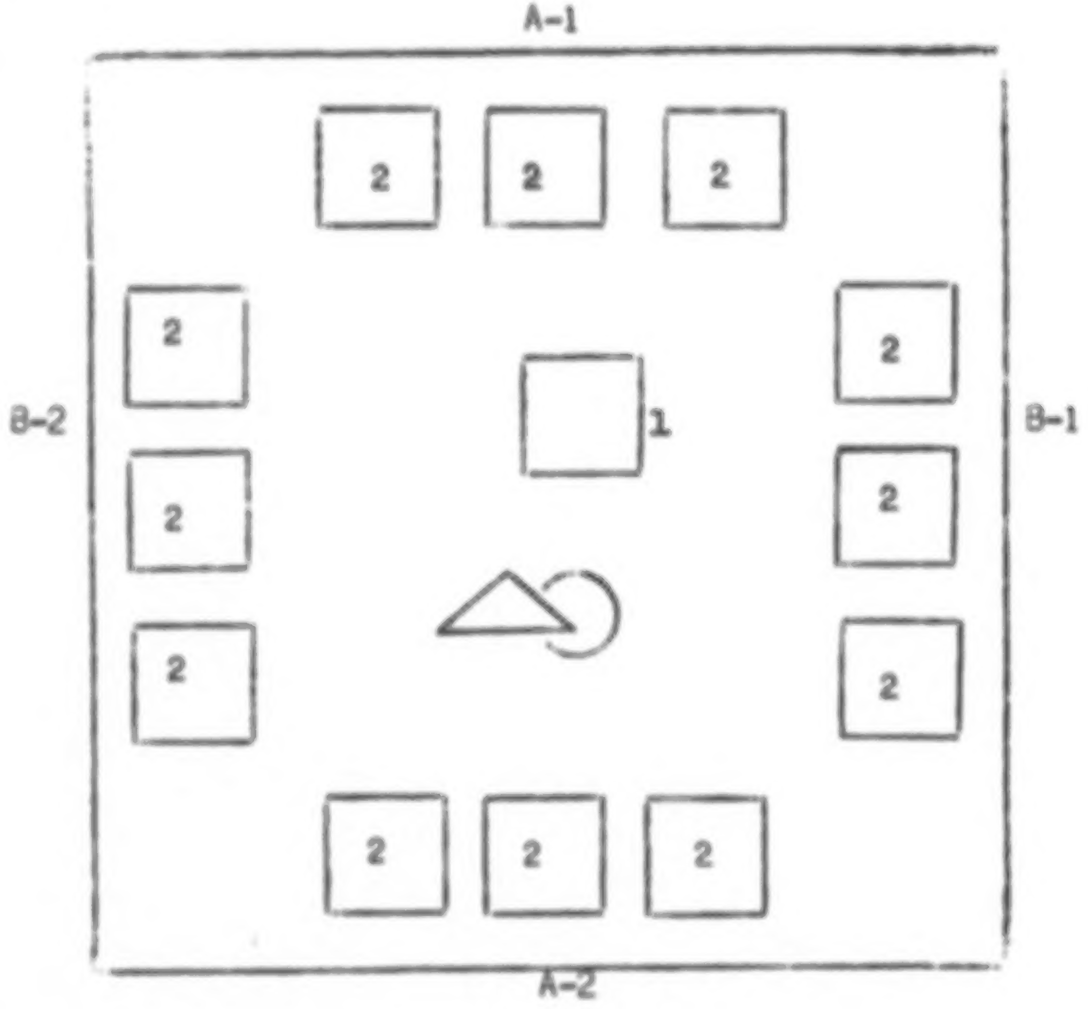
3) The following picture cards (Set #2), mixed and distributed face up, three to each pupil:

a red bird (2)
a red fish (2)
a red house (2)

a blue bird (2)
a blue fish (2)
a blue house (2)

Aim: To turn over all the team's cards.

Starting Position:



Description of Play:

A-1: Takes a card from Set #1 (a red bird).
It matches one of his cards.
He says: GIVE ME A RED BIRD.
A-2 gives him a red bird.
The object and the Set #1 card match. The card is put under the pack.
A-1 puts the object on his card showing a red bird.
He turns over that card and returns the object to the table.

*B-1: Takes a card from Set #1 (a red bird).
It matches one of his cards.
He says: GIVE ME A BLUE BIRD.
B-2 gives him a blue bird.
The object and the Set #1 card do not match. The card is put under the pack.
B-1 returns the object to the table.

A-2: Takes a card from Set #1 (a blue fish).
It does not match any of his cards.
He shows the card and puts it back under the pack.
He takes another card from Set #1 (a red fish).
It matches one of his cards.
He says: GIVE ME A RED FISH.
A-1 gives him a red fish.
The object and the Set #1 card match. The card is put under the pack.
A-2 puts the object on his card showing a red fish.
He turns over that card and returns the object to the table.

B-2: Takes a card from Set #1 (a blue fish).
It matches one of his cards.
He says: GIVE ME A BLUE FISH.
B-1 gives him a blue fish.
The object and the Set #1 card match. The card is put under the pack.
B-2 puts the object on his card showing a blue fish.
He turns over that card and returns the object to the table.

*A mistake has been included in this description.

UNIT #6

Pattern:	TAKE	A	RED	BIRD.
	GIVE ME		BLUE	BED
				HOUSE

Teaching Point:

The Presentation is a drill on the contrast between "take" and "give me." Steps 20-29 will help you to see whether the pupils are sure of the difference between the two. This section should be repeated if you feel they are not sure of the contrast.

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#6

PRESENTATION

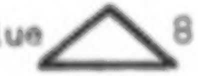
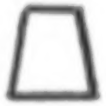
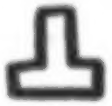
Teacher needs: 1) The following pages in the picture book:

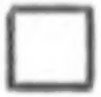
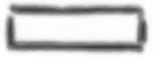
a bed   a shapee bed

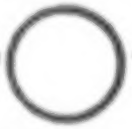
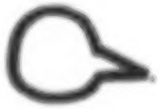
2) The following shapee objects:

a red bird   a blue bird
a red bed   a blue bed
a red house   a blue house

Each group needs: The following shapee pieces:

4 red/4 blue  8 red/8 blue  4 red/4 blue 

4 red/4 blue  4 red/4 blue 

4 red/4 blue  4 red/4 blue 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to the picture of the bed in the picture book.	A BED	A BED	
2.	Points to the picture of the shapee bed.	A BED	A BED	
3.	Holds up a red bed.	A RED BED	A RED BED	
4.	Holds up a red bed.	MAKE A RED BED.		They do it.
5.	Holds up a blue bed.	MAKE A BLUE BED.		They do it.
6.	Holds up a red house.	MAKE A RED HOUSE.		They do it.
7.	Holds up a blue house.	MAKE A BLUE HOUSE.		They do it.
8.	Holds up a red bird.	MAKE A RED BIRD.		They do it.
9.	Holds up a blue bird.	MAKE A BLUE BIRD.		They do it.
10.	Points to A-1 and B-1, holds up a red bed.	SAY: TAKE A RED BED.	(A-1 and B-1 say) TAKE A RED BED.	A-2 and B-2 do it.
11.	Points to A-2 and B-2, holds up a red bed.	SAY: TAKE A RED BED.	(A-2 and B-2 say) TAKE A RED BED.	A-1 and B-1 do it.
12.	Points to A-1 and B-1, holds up a blue bed.	SAY: TAKE A BLUE BED.	(A-1 and B-1 say) TAKE A BLUE BED.	A-2 and B-2 do it.
13.	Points to A-2 and B-2, holds up a blue bed.	SAY: TAKE A BLUE BED.	(A-2 and B-2 say) TAKE A BLUE BED.	A-1 and B-1 do it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
14. Points to A-1 and B-1, holds up a red bird.	SAY:	(A-1 and B-1 say) TAKE A RED BIRD.	A-2 and B-2 do it.
15. Points to A-2 and B-2, holds up a blue bird.	SAY:	(A-2 abd B-2 say) TAKE A BLUE BIRD.	A-1 and B-1 do it.
16. Points to A-1 and B-1, holds up a blue house.	SAY:	(A-1 and B-1 say) TAKE A BLUE HOUSE.	A-2 and B-2 do it.
17. Points to A-2 and B-2, holds up a red house.	SAY:	(A-2 and B-2 say) TAKE A RED HOUSE.	A-1 and B-1 do it.
18. Points to A-1 and B-1, holds up a blue bed.	SAY: GIVE ME A BLUE BED.	(A-1 and B-1 say) GIVE ME A BLUE BED.	A-2 and B-2 do it.
19. Points to A-2 and B-2, holds up a blue bed.	SAY: GIVE ME A BLUE BED.	(A-2 and B-2 say) GIVE ME A BLUE BED.	A-1 and B-1 do it.
20. Points to A-1 and B-1 holds up a red bed.	SAY:	(A-1 and B-1 say) GIVE ME A RED BED.	A-2 and B-2 do it.
21. Points to A-2 and B-2, holds up a red bed.	SAY:	(A-2 and B-2 say) GIVE ME A RED BED.	A-1 and B-1 do it.
22. Points to A-1 and B-1, holds up a blue bird.	SAY:	(A-1 and B-1 say) GIVE ME A BLUE BIRD.	A-2 and B-2 do it.
23. Points to A-2 and B-2, holds up a blue house.	SAY:	(A-2 and B-2 say) GIVE ME A BLUE HOUSE.	A-1 and B-1 do it.
24. Points to A-1 and B-1, holds up a red house.	SAY:	(A-1 and B-1 say) GIVE ME A RED HOUSE.	A-2 and B-2 do it
25. Points to A-2 and B-2, holds up a red bird.	SAY:	(A-2 and B-2 say) GIVE ME A RED BIRD.	A-1 and B-1 do it.
26. Points to A-1 and B-1, acts out "take" with a blue house.	SAY:	(A-1 and B-1 say) TAKE A BLUE HOUSE.	A-2 and B-2 do it
27. Points to A-2 and B-2, acts out "give" with a red bird.	SAY:	(A-2 and B-2 say) GIVE ME A RED BIRD.	A-1 and B-1 do it.
28. Points to A-1 and B-1, acts out "give" with a red bed.	SAY:	(A-1 and B-1 say) GIVE ME A RED BED.	A-2 and B-2 do it.
29. Points to A-2 and B-2, acts out "take" with a blue bed.	SAY:	(A-2 and B-2 say) TAKE A BLUE BED.	A-1 and B-1 do it.

#6

COMMUNICATION ACTIVITY

Materials needed: 1) The shaped objects made in the Presentation:

Set #1 (middle of the table)

2 red birds	2 blue birds
2 red beds	2 blue beds
2 red houses	2 blue houses

Set #2 (distributed equally among the pupils.) Each should have at least one red and one blue shaped object.

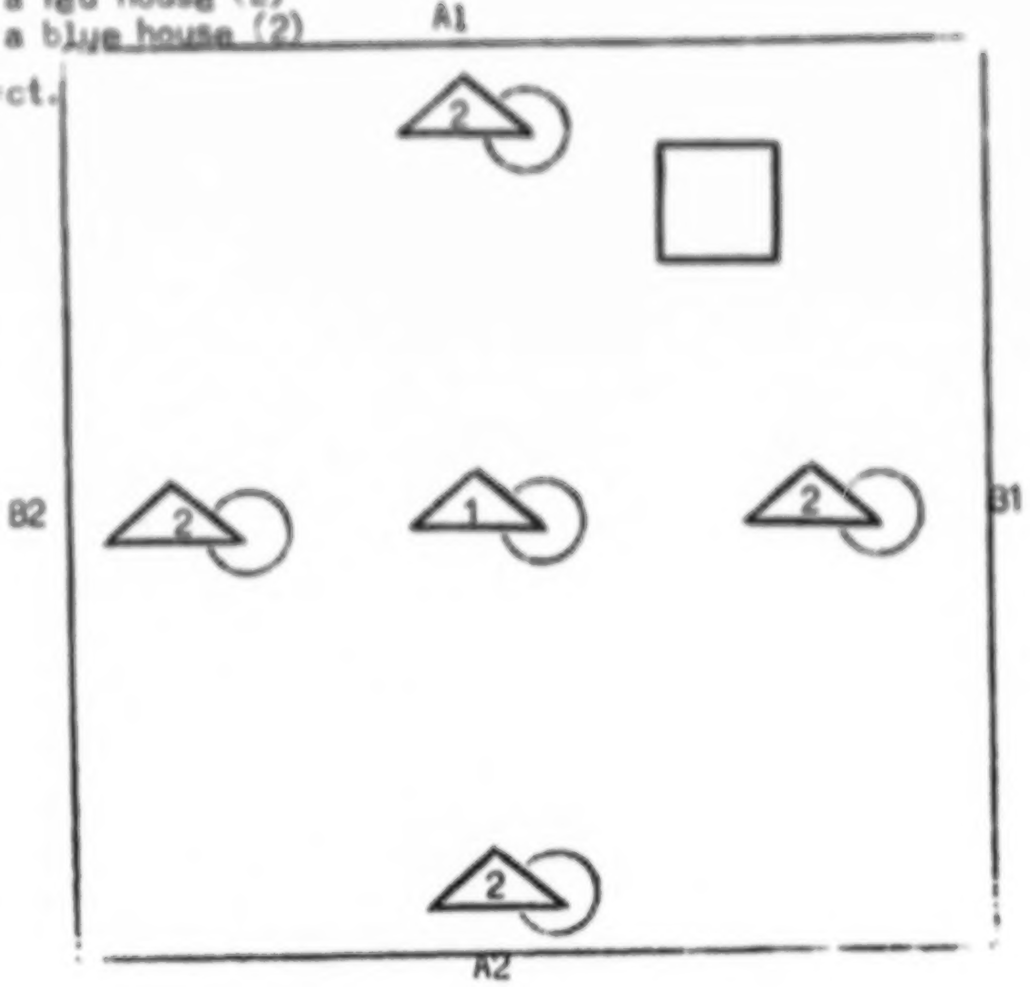
2 red birds	2 blue birds
2 red beds	2 blue beds
2 red houses	2 blue houses

2) Picture cards mixed and face down on the table.

a red bird (2)	a red bed (2)	a red house (2)
a blue bird (2)	a blue bed (2)	a blue house (2)

Aim: For a team to get objects from Set #1 to match its own object.

Starting Position:



Description of Play:

A-1: Takes a card (a red bird).
It matches one of his objects.
He says: GIVE ME A RED BIRD.
A-1 gives him a red bird from Set #1.
A-1 shows him card. It matches both objects.
He keeps both objects, and puts the card under the pack.

A-2: Takes a card (a blue bed).
It does not match any of his objects.
It does not match any of B-2's objects.
B-1 shows the card and puts it back under the pack.
He takes another card (a red bed).
It matches one of his objects.
It also matches one of B-2's objects.
B-1 says: TAKE A RED BED*.
B-2 takes a red bed from Set #1.
B-1 shows his card. It matches both objects.
B-2 keeps both objects.
B-1 puts the card under the pack.

A-2: Takes a card (a red house).
It matches one of his objects.
He says: TAKE A RED HOUSE.
A-1 takes a red house from Set #1.
A-2 shows his card. It matches both objects.
A-1 keeps both objects.
A-2 puts the card under the pack.

**
B-2: Takes a card (a blue bird).
It matches one of his objects.
He says: BIVE ME A BLUE BIRD.
B-1 gives him a blue bed from Set #1.
B-2 shows his card. It does not match both objects.
B-2 puts the card under the pack, and returns the Set #1 object to the pile.

*B-1 could say GIVE ME A RED BED, instead of TAKE A RED BED. Both requests would be correct.
**A mistake has been included in this description.

UNIT #7

Pattern:	GIVE	ME	A	RED	HAT.
		B-1		BLUE	CAR
		B-2			HOUSE

Teaching Points:

1. The Presentation teaches new contrasting vocabulary in the indirect object position.
2. In the Description of Play, the indirect object introduced in the Presentation appears as "A-1, B-1," etc. When they are actually playing, the students call each other by their own names. The A-1/B-1 designation is only used in the Presentation.
3. The activity uses a counter for the first time as a reward for a correct play. Counters can be shapee circles or sticks.

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#7

PRESENTATION

Teacher needs: 1) The following pages in the Picture Book:

a car   a shapee car

2) The following shapee objects:

a red hat   a blue hat
a red house   a blue house
a red car   a blue car

Each group needs: The following shapee pieces:

4 red/4 blue △   8 red/8 blue □   4 red/4 blue ⬭
4 red/4 blue ▭   16 red/16 blue ○

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to the car in the Picture Book.	A CAR	A CAR	
2. Points to the shapee card.	A CAR	A CAR	
3. Holds up a shapee car.	A RED CAR	A RED CAR	
4. Holds up a red hat.	MAKE A RED HAT.		They do it.
5. Holds up a blue hat.	MAKE A BLUE HAT.		They do it.
6. Holds up a blue house.	MAKE A BLUE HOUSE.		They do it.
7. Holds up a red house.	MAKE A RED HOUSE.		They do it.
8. Holds up a red car.	MAKE A RED CAR.		They do it.
9. Holds up a blue car.	MAKE A BLUE CAR.		They do it.
10. Points to A-1 and B-1; holds up a blue house.	SAY: GIVE ME A BLUE HOUSE.	(A-1 & B-1 say) GIVE ME A BLUE HOUSE.	A-2 & B-2 do it.
11. Points to A-2 and B-2; holds up a blue car.	SAY: GIVE ME A BLUE CAR.	(A-2 & B-2 say) GIVE ME A BLUE CAR.	A-1 & B-1 do it.
12. Points to A-1 and B-1; holds up a red car.	SAY: GIVE ME A RED CAR.	(A-1 & B-1 say) GIVE ME A RED CAR.	A-2 & B-2 do it.

	TEACHER		CLASS	#7
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
13.	Points to A-2 and B-2; holds up a red hat.	SAY: GIVE ME A RED HAT.	(A-2 & B-2 say) GIVE ME A RED HAT.	A-1 & B-1 do it.
14.	Points to A-1 and B-1; holds up a blue car.	SAY:	(A-1 & B-1 say) GIVE ME A BLUE CAR.	A-2 & B-2 do i do it.
15.	Points to A-2 and B-2; holds up a blue hat.	SAY:	(A-2 & B-2 say) GIVE ME A BLUE HAT.	A-1 & B-1 do it.
16.	Points to A-1; holds up a blue house.	SAY: GIVE B-1 A BLUE HOUSE.	(A-1 says) GIVE B-1 A BLUE HOUSE.	A-2 does it.
17.	Points to B-1; holds up a red car.	SAY: GIVE A-1 A RED CAR.	(B-1 says) GIVE A-1 A RED CAR.	B-2 does it.
18.	Points to A-2; holds up a red hat.	SAY: GIVE B-1 A RED HAT.	(A-2 says) GIVE B-1 A RED HAT.	A-1 does it.
19.	Points to B-2; holds up a blue hat.	SAY: GIVE A-1 A BLUE HAT.	(B-2 says) GIVE A-1 A BLUE HAT.	B-1 does it.
20.	Points to A-1; holds up a red hat.	SAY: GIVE B-2 A RED HAT.	(A-1 says) GIVE B-2 A RED HAT.	A-2 does it.
21.	Points to B-1; holds up a blue house.	SAY: GIVE A-2 A BLUE HOUSE.	(B-1 says) GIVE A-2 A BLUE HOUSE.	B-2 does it.
22.	Points to A-1; holds up a blue house; indicates* B-1.	SAY:	GIVE B-1 A BLUE HOUSE.	A-2 does it.
23.	Points to B-1; holds up a red car; indicates A-1.	SAY:	GIVE A-1 A RED CAR.	B-2 does it.
24.	Points to A-2; holds up a blue car; indicates B-2.	SAY:	GIVE B-2 A BLUE CAR.	A-1 does it.

*"Indicates" means "moves the hand with object toward" (toward B-1 in Step #22, and toward the appropriate pupils in the other steps).

#7

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation:

Set #1 (middle of the table): 2 red hats 2 red cars 2 red houses
2 blue hats 2 blue cars 2 blue houses

Set #2 (distributed three to each pupil and placed in front of him). Each pupil should have at least one red and one blue shapee object.
2 red hats 2 red cars 2 red houses
2 blue hats 2 blue cars 2 blue houses

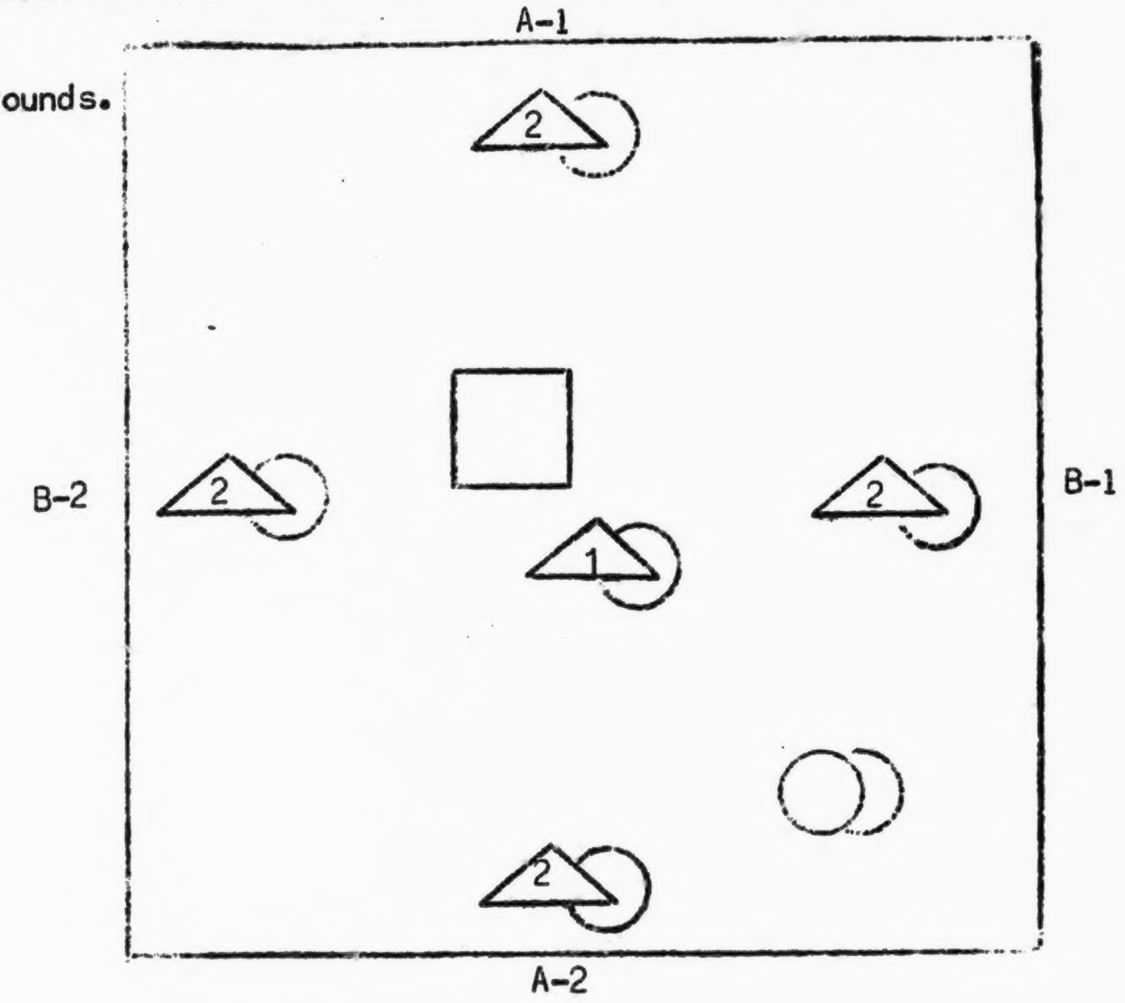
2) Picture cards mixed and face down on the table:

a red hat (2) a red car (2) a red house (2)
a blue hat (2) a blue car (2) a blue house (2)

3) Counters.

Aim: To se which team gets the most counters in three rounds.

Starting Position:



Description of Play:

A-1: Takes a card (a blue car).
It matches one of his objects.
He says: GIVE ME A BLUE CAR.
A-2 gives A-1 a blue car from Set #1.
A-1 matches it with his card and his object.
He puts the card under the pack, and takes a counter.

B-1: Takes a card (a red house).
It matches one of A-2's objects.
He says: GIVE A-2* A RED HOUSE.
B-2 does it. B-1 shows the card. The object matches the card and one of A-2's objects.
B-1 puts the card under the pack, and takes a counter.

**A-2: Takes a card (a blue car).
It matches one of B-1's objects.
He says: GIVE B-1* A BLUE CAR.
A-1 gives B-1 a blue hat. The object does not match the card.
A-2 puts the card back under the pack.
B-1 returns the object to the table.

**B-2: Takes a card (a red hat).
It matches one of A-2's objects.
He says: GIVE A-1* A RED HAT.
B-1 does it. The object and the card match.
The object does not match any of A-1's objects.
B-1 puts the card back under the pack.
A-1 returns the object to the table.

*The pupil's real name is used.
**A mistake has been included in this description.

UNIT #8

Pattern:	GIVE	ME	A	RED	BIRD	AND	A	RED	HOUSE.
		B-1		BLUE	FISH			BLUE	BALL
		B-2							

Teaching Point:

The Presentation introduces a sequence of two different nouns, with their different (or same) modifiers, in direct object position.

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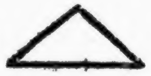
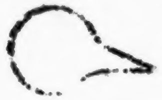
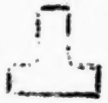
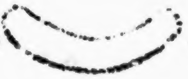
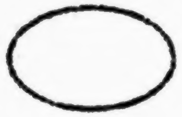
#8

PRESENTATION

Teacher needs: The following shapee objects:

a red bird	a blue bird
a red house	a blue house
a red fish	a blue fish
a red ball	a blue ball

Each group needs: The following shapee pieces:

4 red/4 blue 
4 red/4 blue 
4 red/4 blue 
8 red/8 blue
4 red/4 blue 
4 red/4 blue
4 red/4 blue 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a red ball.	TAKE A RED BALL.		They do it.
2. Holds up a blue ball.	TAKE A BLUE BALL.		They do it
3. Holds up a red bird.	MAKE A RED BIRD.		They do it.
4. Holds up a blue bird.	MAKE A BLUE BIRD.		They do it.
5. Holds up a blue house.	MAKE A BLUE HOUSE.		They do it.
6.	MAKE A RED HOUSE.		They do it.
7.	MAKE A RED FISH.		They do it.
8.	MAKE A BLUE FISH.		They do it.
9. Holds up a blue fish and a blue ball.	A BLUE FISH AND A BLUE BALL.	A BLUE FISH AND A BLUE BALL.	
10. Holds up a blue bird and a red ball.	A BLUE BIRD AND A RED BALL.	A BLUE BIRD AND A RED BALL.	
11. Holds up a red fish and a blue house.	A RED FISH AND A BLUE HOUSE.	A RED FISH AND A BLUE HOUSE.	
12. Holds up a red bird and a blue house.	A RED BIRD AND A BLUE HOUSE.	A RED BIRD AND A BLUE HOUSE.	
13. Holds up a red ball and a blue fish.		A RED BALL AND A BLUE FISH.	
14. Points to A-1; holds up a red bird and a blue house.	SAY: GIVE ME A RED BIRD AND A BLUE HOUSE.	(A-1 says) GIVE ME A RED BIRD AND A BLUE HOUSE	The others do it.

	TEACHER		CLASS	#8
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
15.	Points to B-1; holds up a blue fish and a red ball.	SAY: GIVE ME A BLUE FISH AND A RED BALL.	(B-1 says) GIVE ME A BLUE FISH AND A RED BALL.	The others do it.
16.	Points to A-2; holds up a red fish and a red house.	SAY: GIVE ME A RED FISH AND A RED HOUSE.	(A-2 says) GIVE ME A RED FISH AND A RED HOUSE.	The others do it.
17.	Points to B-2; holds up a blue fish and a red ball.	SAY: GIVE ME A BLUE FISH AND A RED BALL.	(B-2 says) GIVE ME A BLUE FISH AND A RED BALL.	The others do it.
18.	Points to A-1; holds up a red bird and a red house.	SAY: GIVE B-1 A RED BIRD AND A RED HOUSE.	(A-1 says) GIVE B-1 A RED BIRD AND A RED HOUSE.	A-2 and B-2 do it.
19.	Points to B-1; holds up a red fish and a red house.	SAY: GIVE A-2 A RED FISH AND A RED HOUSE.	(B-1 says) GIVE A-2 A RED FISH AND A RED HOUSE.	B-2 and A-1 do it.
20.	Points to A-2; holds up a blue fish and a red ball.	SAY: GIVE B-2 A BLUE FISH AND A RED BALL.	(A-2 says) GIVE B-2 A BLUE FISH AND A RED BALL.	A-1 and B-1 do it.
21.	Points to B-2; holds up a red bird and a blue ball.	SAY: GIVE A-1 A RED BIRD AND A BLUE BALL.	(B-2 says) GIVE A-1 A RED BIRD AND A BLUE BALL.	B-1 and A-2 do it.
22.	Points to B-1; holds up a blue fish and a red house; indicates* A-1.	SAY:	(B-1 says) GIVE A-1 A BLUE FISH AND A RED HOUSE.	B-2 and A-2 do it.
23.	Points to A-2; holds up a blue bird and a red ball; indicates B-2.	SAY:	(A-2 says) GIVE B-2 A BLUE BIRD AND A RED BALL.	A-1 and B-1 do it.
24.	Points to B-2; holds up a red fish and a blue house; indicates A-2.	SAY:	(B-2 says) GIVE A-2 A RED FISH AND A BLUE HOUSE.	A-1 and B-1 do it.

*"Indicates" means "moves the hand with the objects toward" (toward A-1 in Step #22, and toward the appropriate pupils in the other steps).

#8

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation

2) The following picture cards (Set #1) mixed and face down on the table:

a red bird and a red house (1) a blue bird and a blue ball (1) a blue fish and a red house (1)
a red fish and a red house (1) a blue fish and a red ball (1) a red bird and a blue house (1)

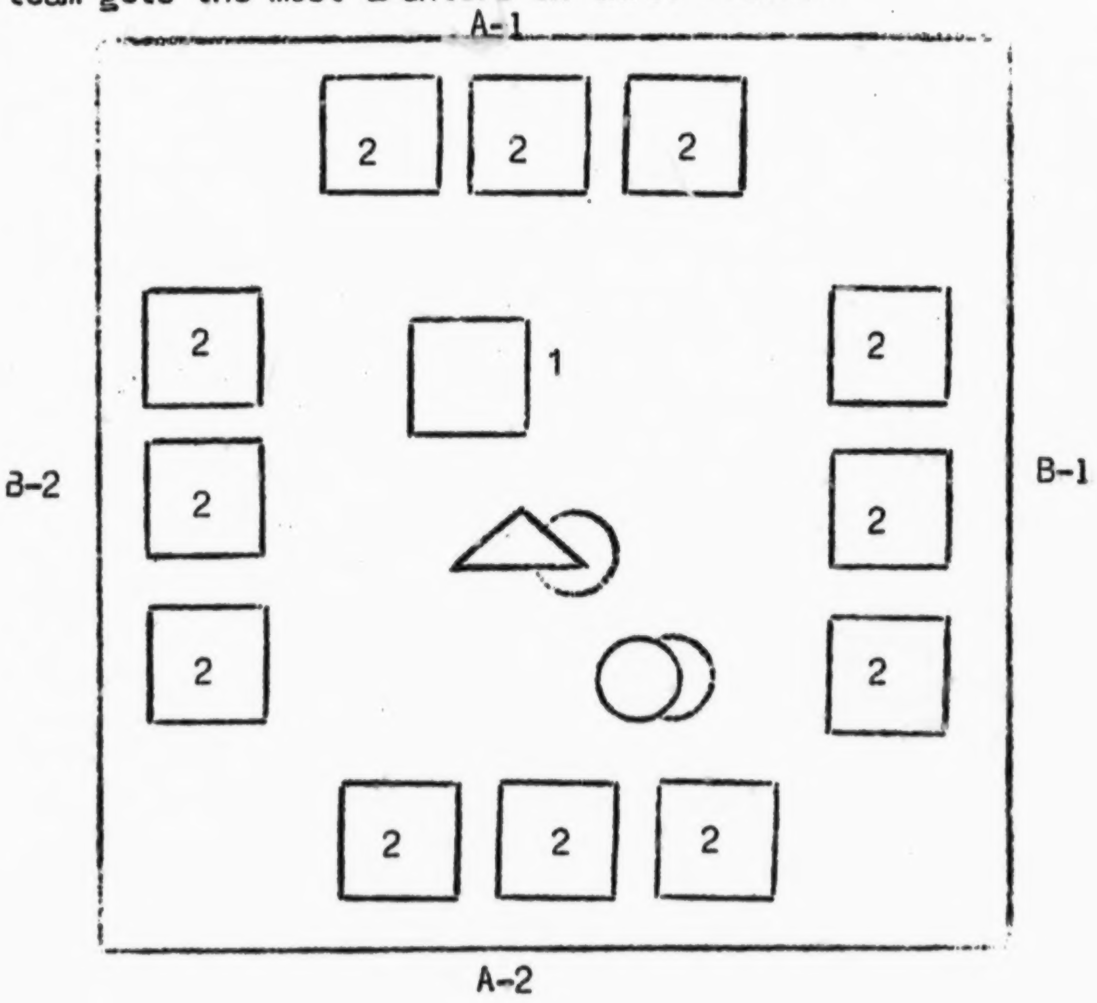
3) The following picture cards (Set #2) mixed and distributed face up, three to each pupil:

a red bird and a red house (2) a blue bird and a blue ball (2) a blue fish and a red house (2)
a red fish and a red house (2) a blue fish and a red ball (2) a red bird and a blue house (2)

4) Counters.

Aim: To see which team gets the most counters in three rounds.

Starting Position:



Description of Play:

A-1: Takes a card from Set #1 (a blue bird and a blue ball).
It matches one of his card.
He says: GIVE ME A BLUE BIRD AND A BLUE BALL.
A-2 gives him the objects.
A-1 shows the Set #1 card. It matches his card and the objects.
He turns his card over, and puts the Set #1 card under the pack.
He returns the objects to the table, and takes a counter.

B-1: Takes a card from Set #1 (a red bird and a blue house).
It does not match any of his cards.
It matches one of A-2's cards.
He says: GIVE A-2 A RED BIRD AND A BLUE HOUSE.
B-2 gives A-2 the objects.
B-1 shows the Set #1 card. It matches A-2's card and the objects.
A-2 turns the card over, and returns the objects to the table.
B-1 puts the Set #1 card under the pack, and takes a counter.

*A-2: Takes a card from Set #1 (a blue fish and a red ball).
It does not match any of his cards.
It matches one of B-1's cards.
He says: GIVE B-1 A BLUE FISH AND A RED BALL.
A-1 gives B-1 a blue house and a red ball.
A-2 shows the Set #1 card. It matches B-1's card, but it does not match the objects.
B-1 returns the objects to the table.
A-2 puts the Set #1 card under the pack.

*B-2: Takes a card from Set #1 (a red bird and a red house).
It matches one of his cards.
He says: GIVE ME A RED BIRD AND A RED FISH.
B-1 gives him the objects.
B-2 shows the Set #1 card. It does not match the objects.
He returns the objects to the table, and puts the Set #1 card under the pack.

*A mistake has been included in this description.

UNIT #9

Pattern:	TAKE	THE	RED	CAR (S).
			BLUE	BED (S)
				BALL (S)
				TREES (S)

Teaching Point:

The Presentation teaches plural forms.

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#9

PRESENTATION

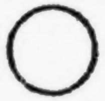
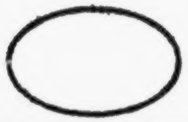
Teacher needs: 1) The following pages in the picture book:

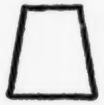
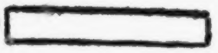
a tree   a shapee tree

2) The following shapee objects:

a red tree	2 blue trees
a blue ball	4 red balls
a red bed	2 blue beds
a blue car	3 red cars

Each group needs the following shapee pieces:

16 red/5 blue  4 red/3 blue 

2 red/4 blue  2 red/4 blue 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to the tree in the picture book.	A TREE	A TREE	
2.	Points to the shapee tree in the picture book.	A TREE	A TREE	
3.	Points to A-1; holds up a red tree.	MAKE A RED TREE.		He does it.
4.	Points to B-1; holds up a blue ball.	TAKE A BLUE BALL.		He does it.
5.	Points to A-2; holds up a red bed.	MAKE A RED BED.		He does it.
6.	Points to B-2; holds up a blue car.	MAKE A BLUE CAR.		He does it.
7.	Points to A-1 and B-1; holds up a blue tree.	MAKE A BLUE TREE.		They do it.
8.	Points to A-2 and B-2; holds up a blue bed.	MAKE A BLUE BED.		They do it.
9.	Points to A-1, B-1 and A-2; holds up a red car.	MAKE A RED CAR.		They do it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Holds up a red ball.	TAKE A RED BALL.		They do it.
11. Holds up a red tree in one hand, 2 blue trees in the other.	THE RED TREE, THE BLUE TREES	THE RED TREE, THE BLUE TREES	
12. Holds up a blue ball in one hand, 4 red balls in the other.	THE BLUE BALL, THE RED BALLS	THE BLUE BALL, THE RED BALLS	
13. Holds up 2 blue beds in one hand, 3 red cars in the other.	THE BLUE BEDS, THE RED CARS	THE BLUE BEDS, THE RED CARS	
14. Holds up a blue car in one hand, 3 red cars in the other.		THE BLUE CAR, THE RED CARS	
15. Points to A-1.	SAY: TAKE THE RED TREE.	(A-1 says) TAKE THE RED TREE.	A-2 takes it, and shows it.
16. Points to B-1.	SAY: TAKE THE BLUE TREES.	(B-1 says) TAKE THE BLUE TREES.	B-2 takes them, and shows them.
17. Points to A-2.	SAY: TAKE THE BLUE CAR.	(A-2 says) TAKE THE BLUE CAR.	A-1 takes it, and shows it.
18. Points to B-2.	SAY: TAKE THE RED CARS.	(B-2 says) TAKE THE RED CARS.	B-1 takes them, and shows them.
19. Holds up a red bed.	TAKE THE RED BED.	TAKE THE RED BED.	
20. Holds up 2 blue beds.	SAY:	TAKE THE BLUE BEDS.	
21. Holds up 4 red balls.	SAY:	TAKE THE BLUE BALLS.	
22. Holds up a blue ball.	SAY:	TAKE THE BLUE BALL.	
23. Holds up 3 red cars.	SAY:	TAKE THE RED CARS.	
24. Holds up the blue car.	SAY:	TAKE THE BLUE CAR.	
25. Holds up 2 blue trees.	SAY:	TAKE THE BLUE TREES.	

#9

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) The following picture cards, mixed and face down on the table.

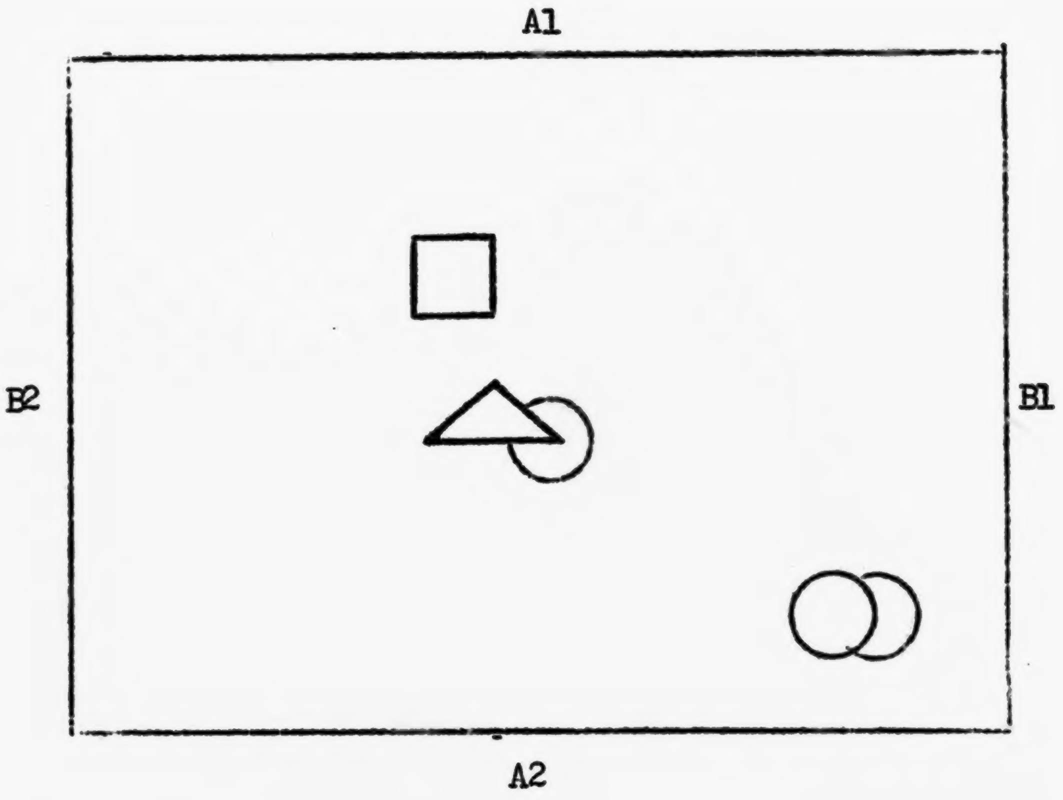
a red tree
a blue ball
a red bed
a blue car

2 blue trees
4 red balls
2 blue beds
3 red cars

3) Counters.

Aim: To see which team gets the most counters in four rounds.

Starting Position:



Description of Play:

A-1: Takes a card (a red tree).
He says: TAKE THE RED TREE.
A-2 takes the object.
A-1 shows the card. It matches the object.
He puts the card under the pack, and takes a counter for the team.
A-2 returns the object to the table.

B-1: Takes a card (2 blue trees).
He says: TAKE THE BLUE TREES.
B-2 takes the objects.
B-1 shows the card. It matches the objects.
He puts the card under the pack, and takes a counter for the team.
B-2 returns the objects to the table.

*A-2: Takes a card (4 red balls).
He says: TAKE THE RED BALLS.
A-1 takes a red ball.
A-2 shows the card. It does not match the object.
He puts the card under the pack.
A-1 returns the object to the table.

*B-2: Takes a card (3 red cars).
He says: TAKE THE RED CARS.
B-1 takes 2 red cars.
B-2 shows the card. It does not match the objects.
He puts the card under the pack.
B-1 returns the objects to the table.

*A mistake has been included in this description.

UNIT #10 - TEST UNIT

Pattern:	TAKE	A	RED	BIRD	AND	A	RED	BALL.
	GIVE ME		BLUE	FISH			BLUE	HOUSE

Teaching Points:

1. This is the first Test Unit. The Presentation tests the ability of the pupils to understand the patterns and the vocabulary of Units #1 - #9. In addition, the Communication Activity tests the choice between "give me" and "take."

2. In the Presentation, you should not hold up the objects to be made, or act out "take" and "give me." Circulate among the tables during the Presentation to make sure your pupils are following your directions.

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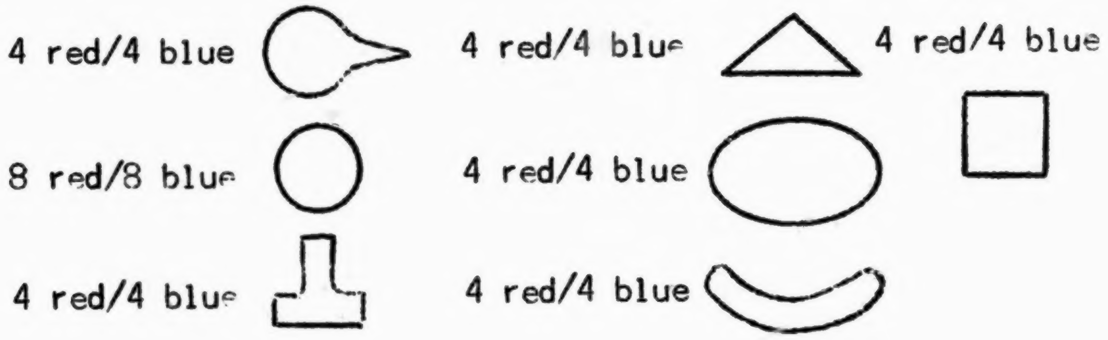
#10 (test unit)

PRESENTATION

Each group needs the following shapee pieces:



	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		MAKE A RED BIRD AND A BLUE HOUSE.		They make the objects.
2.		MAKE A BLUE BIRD AND A RED HOUSE.		They make the objects.
3.		MAKE A RED FISH AND A BLUE FISH.		They make the objects.
4.		TAKE A RED BALL AND A BLUE BALL.		They take the objects.
5.	Holds up a red fish and a red house.	A RED FISH AND A RED HOUSE	A RED FISH AND A RED HOUSE	
6.	Holds up a red bird and a blue house.		A RED BIRD AND A BLUE HOUSE	
7.	Holds up a blue fish and a red house.		A BLUE FISH AND A RED HOUSE.	
8.	Points to A-1.	SAY: TAKE A RED FISH AND A RED HOUSE.	TAKE A RED FISH AND A RED HOUSE.	A-2 does it.
9.	Points to B-1.	SAY: TAKE A RED BIRD AND A BLUE HOUSE.	TAKE A RED BIRD AND A BLUE HOUSE.	B-2 does it.

#10 (test unit)

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Points to A-2.	SAY: TAKE A BLUE FISH AND A RED HOUSE.	TAKE A BLUE FISH AND A RED HOUSE.	A-1 does it.
11. Points to B-2.	SAY: TAKE A BLUE BIRD AND A BLUE BALL.	TAKE A BLUE BIRD AND A BLUE BALL.	B-1 does it.
12. Points to A-1.	SAY: GIVE ME A RED HOUSE AND A BLUE FISH.	GIVE ME A RED HOUSE AND A BLUE FISH.	A-2 does it.
13. Points to B-1.	SAY: GIVE ME A BLUE HOUSE AND A RED FISH.	GIVE ME A BLUE HOUSE AND A RED FISH.	B-2 does it.
14. Points to A-2.	SAY: GIVE ME A RED BALL AND A BLUE BIRD.	GIVE ME A RED BALL AND A BLUE BIRD.	A-1 does it.
15. Points to B-2.	SAY: GIVE ME A BLUE BALL AND A RED BIRD.	GIVE ME A BLUE BALL AND A RED BIRD.	B-1 does it.
16. Points to A-1.	SAY: TAKE A RED FISH AND A RED BALL.	TAKE A RED FISH AND A RED BALL.	A-2 does it.
17. Points to B-1.	SAY: GIVE ME A BLUE FISH AND A RED BALL.	GIVE ME A BLUE FISH AND A RED BALL.	B-2 does it.
18. Points to A-2.	SAY: GIVE ME A BLUE BIRD AND A RED FISH.	GIVE ME A BLUE BIRD AND A RED FISH.	A-1 does it.
19. Points to B-2.	SAY: TAKE A RED BIRD AND A BLUE FISH.	TAKE A RED BIRD AND A BLUE FISH.	B-1 does it.

#10 (test unit)

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made during the Presentation.

2) The following picture cards, mixed and face down on the table (Set #1):

a blue bird and a blue ball
a red bird and a blue house
a red fish and a red house
a red bird and a red house
a blue fish and a red ball
a blue fish and a red house

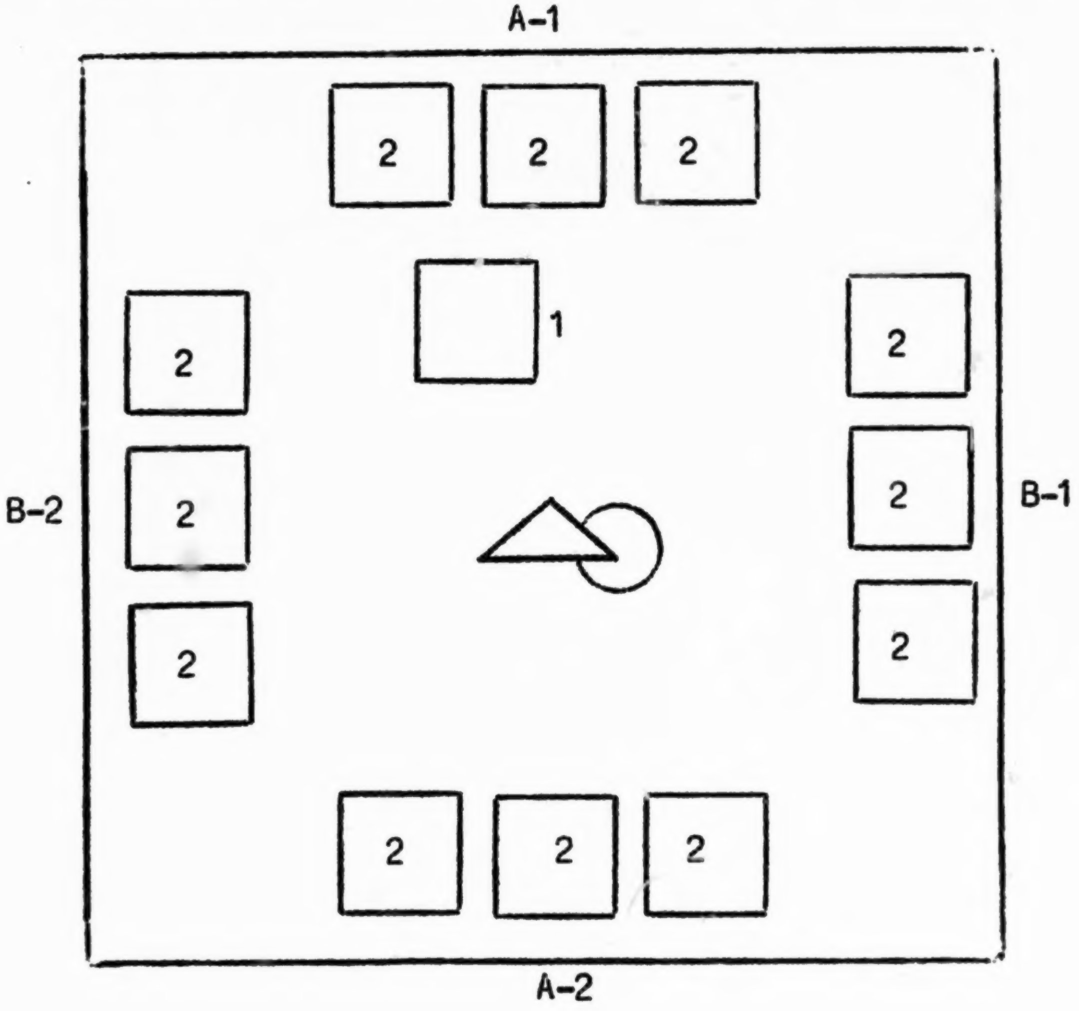
3) The following picture cards (Set #2) dealt three to each pupil:

a blue bird and a blue ball (2)
a red bird and a blue house (2)
a red fish and a red house (2)
a red bird and a red house (2)
a blue fish and a red ball (2)
a blue fish and a red house (2)

Aim: For a team to turn over all its cards.

Starting Position:

Each player's cards face his partner.



Description of Play:

A-1: Takes a card from Set #1 (a red bird and a red house).
A-2 has a matching Set #2 card.
A-1 says: TAKE A RED BIRD AND A RED HOUSE.
A-2 does it.
The cards and objects match.
A-1 returns the Set #1 card to the pack.
A-2 returns the objects to the table, and turns over his matching Set #2 card.

B-1: Takes a card from Set #1 (a blue fish and a red ball).
He has a matching Set #2 card. B-2 also has a matching Set #2 card.
He says: GIVE ME A BLUE FISH AND A RED BALL.*
B-2 does it.
The cards and objects match.
B-1 returns the Set #1 card to the pack and the objects to the table.
He turns over his matching Set #2 card.

**A-2: Takes a card from Set #1 (a blue bird and a blue ball).
A-1 has a matching Set #2 card.
A-2 says: GIVE ME A BLUE BIRD AND A BLUE BALL.
A-1 does it.
The cards and objects do not match. A-2 does not have a matching Set #2 card.
He returns the Set #1 card to the pack, and the objects to the table.
He does not turn over any of his cards.

B-2: Takes a card from Set #1 (a blue fish and a red house).
He does not have a matching Set #2 card and neither does B-1.
B-2 returns the first card to the Set #1 pack and takes another card (a blue fish and a red house).
B-1 has a matching Set #2 card.
B-2 says: TAKE A BLUE FISH AND A RED HOUSE.
B-1 does it.
The cards and objects match.
B-2 returns the Set #1 card to the pack, and the objects to the table.
B-1 returns the objects to the table, and turns over his matching Set #2 card.

*He could say TAKE A BLUE FISH AND A RED BALL in this case, and still be correct.
**A mistake has been included in this description.

UNIT #11

Pattern:	GIVE	US	A	RED	FISH.
		THEM		BLUE	HOUSE
					TREE
					CAR

Teaching Points:

1. The Presentation teaches additional pronouns in the indirect object position.
2. To act out "us," the teacher takes A-1's hand and points to both A-1 and A-2, saying "SAY: US."
3. To act out "them," the teacher takes A-1's hand and points to the B team, sqying "SAY: THEM."

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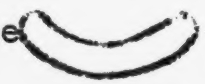
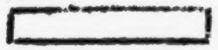
#11

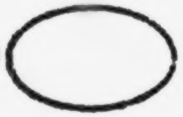
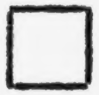
PRESENTATION

Teacher needs: The following shapee objects:

a red house a blue house
a red fish a blue fish
a red car a blue car
a red tree a blue tree

Each group needs: The following shapee pieces:

4 red/4 blue 4 red/4 blue 4 red/4 blue  4 red/4 blue 

8 red/8 blue  4 red/4 blue  16 red/16 blue

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a red card and a blue one.	MAKE A RED CAR AND A BLUE CAR.		They do it.
2.	Holds up a red fish and a blue one.	MAKE A RED FISH AND A BLUE FISH.		They do it.
3.	Holds up a red house and a blue one.	MAKE A RED HOUSE AND A BLUE HOUSE.		They do it.
4.	Holds up a red tree and a blue one.	MAKE A RED TREE AND A BLUE TREE.		They do it.
5.	Points to A-2 and B-1; acts out "changing places."	A-2 AND B-1 CHANGE PLACES.		They do it.
6.		SAY: ME.	(A-1 says) ME.	Points to himself.
7.	Points to A team; acts out "us."	SAY: US.	(A team says) US.	Points to himself and his partner.
8.	Points to B team; acts out "us."	SAY: US.	(B team says) US.	Points to himself and his partner.
9.	Points to A-1; acts out "us."	SAY: US.	(A-1 says) US.	Points to himself and his partner.
10.	Points to B-1; acts out "us."	SAY: US.	(B-1 says) US.	Points to himself and his partner.
11.	Points to A-1.	SAY: GIVE US A RED CAR.	(A-1 says) GIVE US A RED CAR.	B-1 give it to the A team.

#11

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Points to B-1.	SAY: GIVE US A RED FISH.	(B-1 says) GIVE US A RED FISH.	B-2 gives it to the B team.
13.	Points to A-2; holds up a blue house.	SAY:	(A-2 says) GIVE US A BLUE HOUSE.	B-2 gives it to the A team.
14.	Points to B-2; holds up a blue car.	SAY:	(B-2 says) GIVE US A BLUE CAR.	A-2 gives it to the B team.
15.	Points to A-1; acts out "t ," indicating The B team.	SAY: THEM.	(A-1 says) THEM.	Points to the B team.
16.	Points to B-1; acts out "them," indicating the A team.	SAY: THEM.	(B-1 says) THEM.	Points to the A team.
17.	Points to A-2; acts out "them."	SAY: GIVE THEM A BLUE TREE.	GIVE THEM A BLUE TREE.	A-1 gives it to the B team.
18.	Points to B-2; acts out "them."	SAY: GIVE THEM A RED CAR.	GIVE THEM A RED CAR.	B-1 gives it to the A team.
19.	Points to A-1; holds up a blue car; indicates** the B team.	SAY: GIVE THEM A BLUE CAR.	GIVE THEM A BLUE CAR.	A-2 gives it to the B team.
20.	Points to B-1; holds up a red house; indicates the A team.	SAY:	GIVE THEM A RED HOUSE.	B-2 gives it to the A team.
21.	Points to A-2; holds up a blue car; indicates the A team.	SAY:	GIVE US A BLUE CAR.	B-1 gives it to the A team.
22.	Points to B-2; holds up a red fish; indicates the B team.	SAY:	GIVE US A RED FISH.	A-2 gives it to the B team.

*"(A-2 says)" has been left out, and will continue to be left out. When the teacher points to a pupil, it will be understood that that pupil will speak.

**"Indicates" means "moves the hand with the object toward" (toward the B team in Steps #19 and #22, and toward the A team in Steps #20 and #21).

#11

COMMUNICATION ACTIVITY

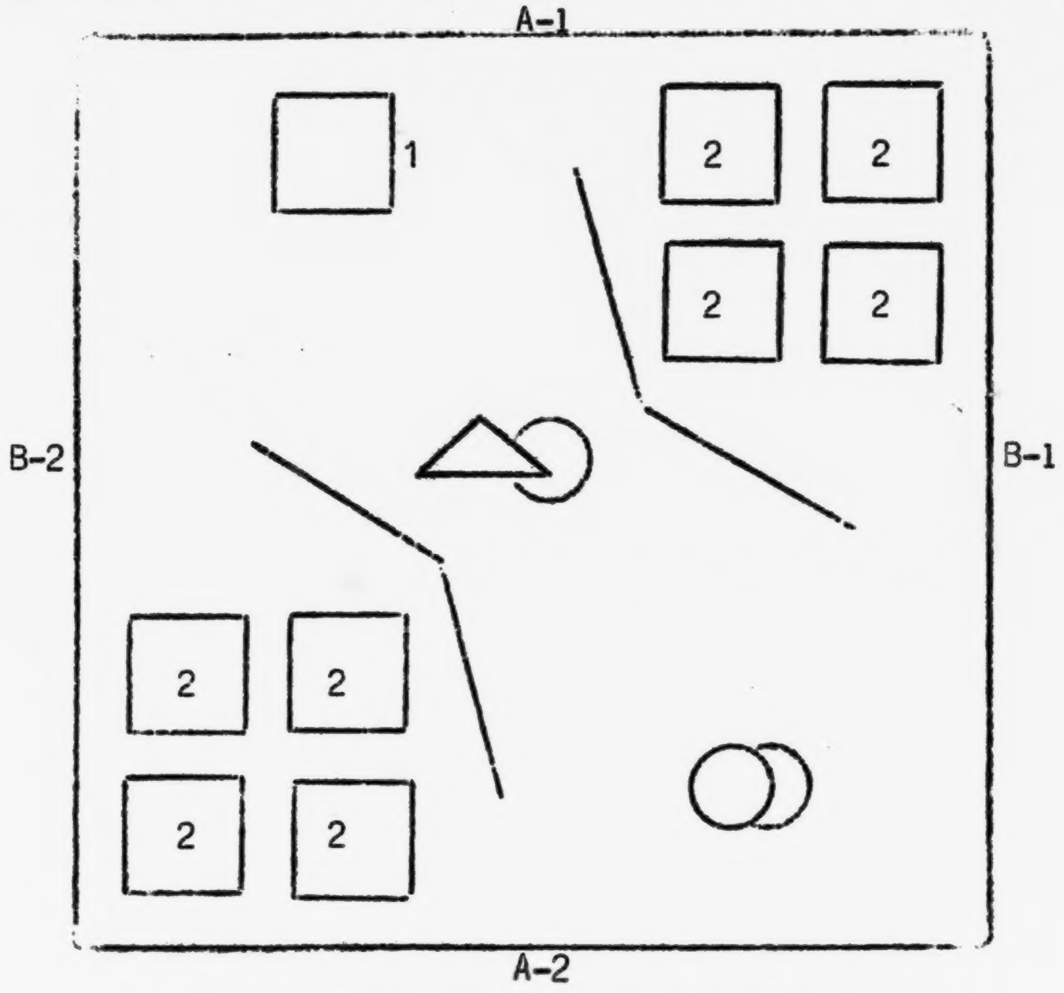
Materials needed:
1) The shapee objects made in the Presentation
2) The following picture cards (Set #1) mixed and face down on the table.

   a red house
   a blue house
   a red fish
   a blue fish
   a red car
   a blue car
   a red tree
   a blue tree

3) Set #2 picture cards, identical to Set #1, given face up, four to each team
4) Two shields.
5) Counters.

Aim: To see which team gets the most counters in two rounds. If time permits, the activity can be repeated.

Starting Position:



Description of Play:

A-1: Takes a card from Set #1 (a red house).
It matches one of his team's cards.
He says to B-1: GIVE US A RED HOUSE.
B-1 gives the object to the A team.
A-1 shows the Set #1 card. It matches his team's card and the object.
Both cards and the object are discarded.
A-1 takes a counter.
B-1 also takes a counter.

B-1: Takes a card from Set #1 (a red fish).
It does not match any of his team's cards.
He says to B-2: GIVE THEM A RED FISH.
B-2 gives the object to the A team.
B-1 shows the Set #1 card. It matches the A team's card and the object.
Both cards and the object are discarded.
The B team takes a counter.

*A-2: Takes a card from Set #1 (a blue fish).
It matches one of his team's cards.
He says to B-2: GIVE US A BLUE FISH.
B-2 gives a blue house to the A team.
A-2 shows the Set #1 card. It matches his team's card.
He takes a counter.
The object does not match the cards.
B-2 returns it to the table.

B-2: Takes a card from Set #1 (a blue fish).
It does not match any of his team's cards.
He says to B-1: GIVE THEM A BLUE FISH.
B-1 gives the object to the A team.
B-2 shows the Set #1 card. It matches the A team's card and the object.
Both cards and the object are discarded.
The B team takes a counter.

*A mistake has been included in this description.

UNIT #12

Pattern:	GIVE	US	THE	BIG	TREE (S).
		THEM		LITTLE	BIRD (S)
					CAR (S)

Teaching Points:

1. The Presentation teaches "big" and "little" (adjectives of size).
2. Save the cards and objects from this Unit for use in the following Unit.

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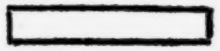
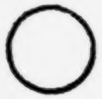
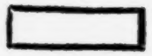
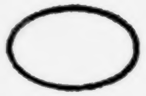
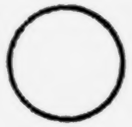
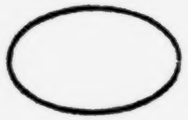
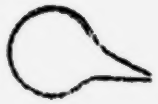
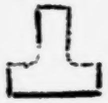
#12 (test unit)

PRESENTATION

Teacher needs: The following shapee objects:

2 big red trees
a big red bird
2 little red cars
a big red car
a little red tree
a little red bird

Each group needs: The following shapee pieces:

2 red		14 red		1 red	
3 red		1 red		3 red	
3 red		3 red			

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-2 and B-1; acts out "changing places".	A-2 AND B-1 CHANGE PLACES.		They do it.
2. Holds up a big red tree.	A TREE	A TREE	
3. Holds up a little red tree.	A TREE	A TREE	
4. Holds up a big red tree and a little one.	A BIG TREE, A LITTLE TREE	A BIG TREE, A LITTLE TREE	
5. Points to A-1 and A-2; holds up a big red tree.	MAKE A BIG TREE.		They do it.
6. Points to B-1; holds up a little red tree.	MAKE A LITTLE TREE.		He does it.
7. Points to A-1; holds up a big red bird.	MAKE A BIG BIRD.		He does it.
8. Points to B-1 and B-2; holds up a little red bird.	MAKE A LITTLE BIRD.		They do it.
9. Points to B-1 and B-2; holds up a little red car.	MAKE A LITTLE CAR.		They do it.
10. Points to A-1; holds up a big red bird.	MAKE A BIG BIRD.		He does it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to A-2; holds up the little tree, and acts out "us".	SAY: GIVE US THE LITTLE TREE.	GIVE US THE LITTLE TREE.	B-2 gives it to the A team.
12.	Points to B-1; holds up the big trees, and acts out "us".	SAY: GIVE US THE BIG TREES.	GIVE US THE BIG TREES.	A-1 gives them to the B team.
13.	Points to B-2; holds up the big bird, and acts out "them".	SAY: GIVE THEM THE BIG BIRD.	GIVE THEM THE BIG BIRD.	B-1 gives it to the A team.
14.	Points to A-1; holds up the little birds and acts out "them".	SAY: GIVE THEM THE LITTLE BIRDS.	GIVE THEM THE LITTLE BIRDS.	A-2 gives them to the B team.
15.	Holds up the little car, and acts out "us".	GIVE US THE LITTLE CAR.	GIVE US THE LITTLE CAR.	
16.	Holds up the big cars, and acts out "us".	GIVE US THE BIG CARS.	GIVE US THE BIG CARS.	
17.	Holds up the big bird, and acts out "us".	SAY:	GIVE US THE BIG BIRD.	
18.	Holds up the little birds, and acts out "us".	SAY:	GIVE US THE LITTLE BIRDS.	
19.	Holds up the big trees, and acts out "them".	GIVE THEM THE BIG TREES.	GIVE THEM THE BIG TREES.	
20.	Holds up the big trees, and acts out "them".		GIVE THEM THE BIG TREES.	
21.	Holds up the little car, and acts out "them".		GIVE THEM THE LITTLE CAR.	

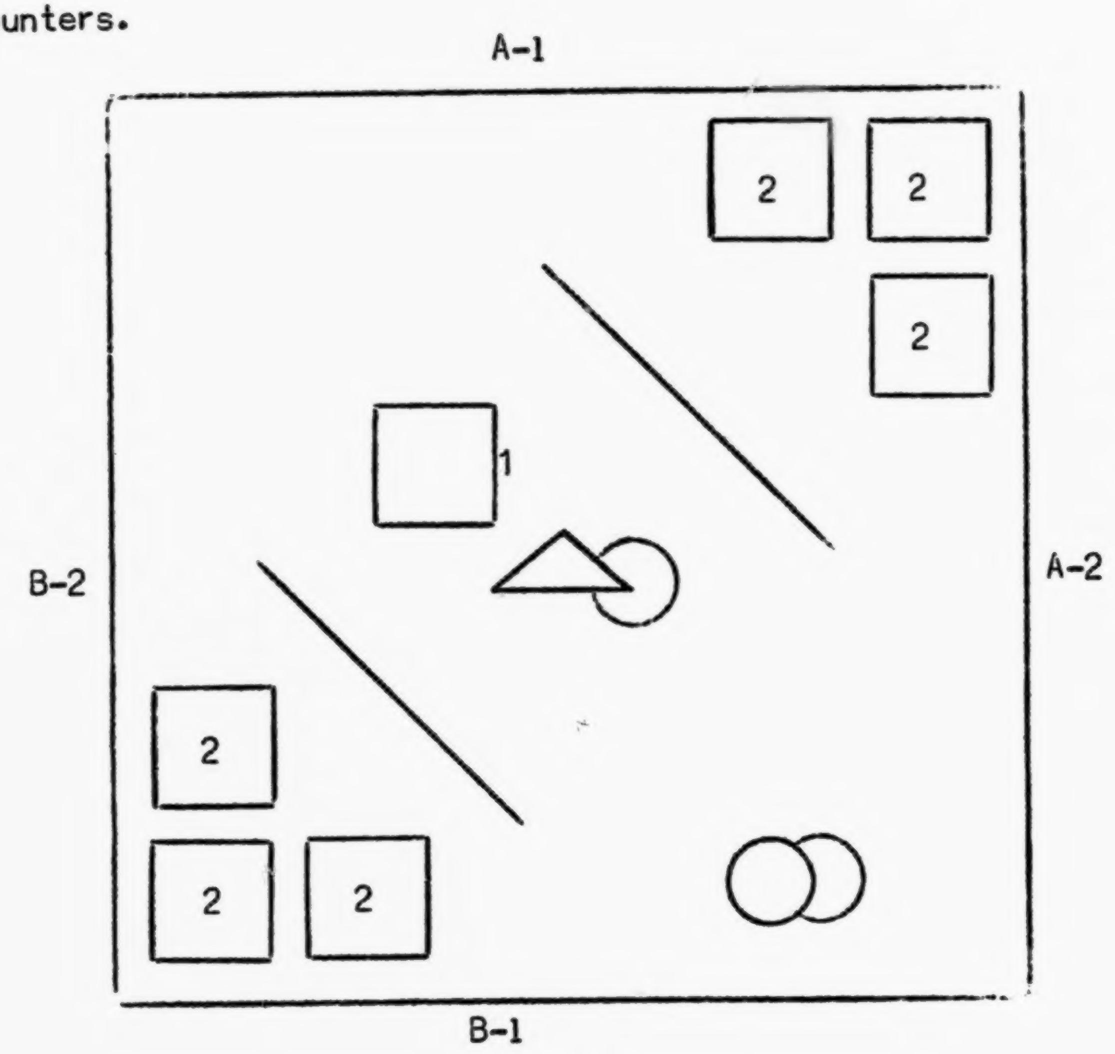
#12 (test unit)

COMMUNICATION ACTIVITY

Materials needed:
1) The shapee objects made in the Presentation.
2) The following picture cards (Set #1) mixed and face down on the table.
    - 2 big red trees
    - a big red bird
    - 2 little red cars
    - a big red car
    - a little red tree
    - a little red bird
3) Set #2 picture cards, identical to Set #1, dealt to the A team and the B team.
4) 2 shields
5) Counters

Aim: To see which team gets the most counters.

Starting Position:



The game is over when all the cards are used.

#12 (test unit)

Description of Play:

A-1: Takes a card from Set #1 (a little tree).
It matches one of his team's cards.
He says to B-1: GIVE US THE LITTLE TREE.
B-1 gives the object to the A team.
A-1 shows the Set #1 card. It matches his team's card and the object.
He returns the object to the table.
He discards both cards, and takes a counter.
B-1 also takes a counter.

*B-1: Takes a card from Set #1 (a little bird).
It does not match any of his team's cards.
He says to B-2: GIVE THEM THE LITTLE BIRDS.
B-2 gives the objects to the A team.
B-1 shows the Set #1 card. It does not match the objects.
He puts the card under the pack. The objects are returned to the table.

A-2: Takes a card from Set #1 (2 big trees).
It does not match any of his team's cards.
He says to A-1: GIVE THEM THE BIG TREES.
A-1 gives the objects to the B team.
A-2 shows the Set #1 card. It matches the B team's card and the objects.
The A team takes a counter.

*B-2: Takes a card from Set #1 (2 little red cars).
It matches one of his team's cards.
He says to A-2: GIVE US THE LITTLE CARS.
A-2 gives a big car to the B team.
B-2 shows the Set #1 card. It matches his team's card.
He takes a counter.
The object does not match the cards.
It is returned to the table. The Set #1 card is put under the pack.

* A mistake has been included in this description.

UNIT #13

Pattern:	FIND	THE	BIG	TREE(S).
			LITTLE	CAR(S)
				BIRD(S)

Teaching Point:

The Presentation teaches "find." Act out "find" by standing by the demonstration group and searching for an object hidden in the box (the lid of the shapee box, upside down).

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#13

PRESENTATION

Teacher needs: 1) The following shapee objects:

2 big red trees   2 little red cars
a big red bird   a little red tree
a big red car   a little red bird

2) A box.

Each group needs: The objects made in Unit #12:

2 big red trees   2 little red cars
a big red bird   a little red tree
a big red car   a little red bird

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1; holds up 2 big trees.	TAKE THE BIG TREES.		A-1 does it.
2. Points to B-1; holds up a big bird.	TAKE THE BIG BIRD.		B-1 does it.
3. Points to A-2; holds up a big car.	TAKE THE BIG CAR.		A-2 does it.
4. Points to B-2; holds up 2 little cars.	TAKE THE LITTLE CARS.		B-2 does it.
5. Points to A-1; holds up a little tree.	TAKE THE LITTLE TREE.		A-1 does it.
6. Points to B-1; holds up a little bird.	TAKE THE LITTLE BIRD.		B-1 does it.
7. Puts the objects under the box.	PUT THE OBJECTS HERE.		They do it.
8. Acts out "find."	FIND	FIND	
9. Acts out "find."	FIND	FIND	
10. Acts out "find."	FIND	FIND	
11. Helps A-1 do it.	A-1, FIND THE BIG BIRD.	A-1, FIND THE BIG BIRD.	A-1 does it.
12. Holds up the big trees.	B-1, FIND THE BIG TREES.	B-1, FIND THE BIG TREES.	B-1 does it.
13. Holds up the big car.	A-2, FIND THE BIG CAR.	A-2, FIND THE BIG CAR.	A-2 does it.
14. Holds up the little tree.	B-2, FIND THE LITTLE TREE.	B-2, FIND THE LITTLE TREE.	B-2 does it.

#13

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
15.	Holds up the little car.	A-1, FIND THE LITTLE CAR.	A-1, FIND THE LITTLE CAR.	A-1 does it.
16.	Holds up the little tree.	B-1, FIND THE LITTLE TREE.	B-1, FIND THE LITTLE TREE.	B-1 does it.
17.	Holds up the big bird.	A-2, FIND THE BIG BIRD.	A-2, FIND THE BIG BIRD.	A-2 does it.
18.	Holds up a little bird.	B-2, FIND THE LITTLE BIRD.	B-2, FIND THE LITTLE BIRD.	B-2 does it.
19.	Holds up the big trees.	SAY: FIND THE BIG TREES.	FIND THE BIG TREES.	
20.	Holds up the little tree.	SAY:	FIND THE LITTLE TREE.	
21.	Holds up the big bird.	SAY:	FIND THE BIG BIRD.	
22.	Holds up the little cars.	SAY:	FIND THE LITTLE CARS.	

#13

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the previous Presentation.

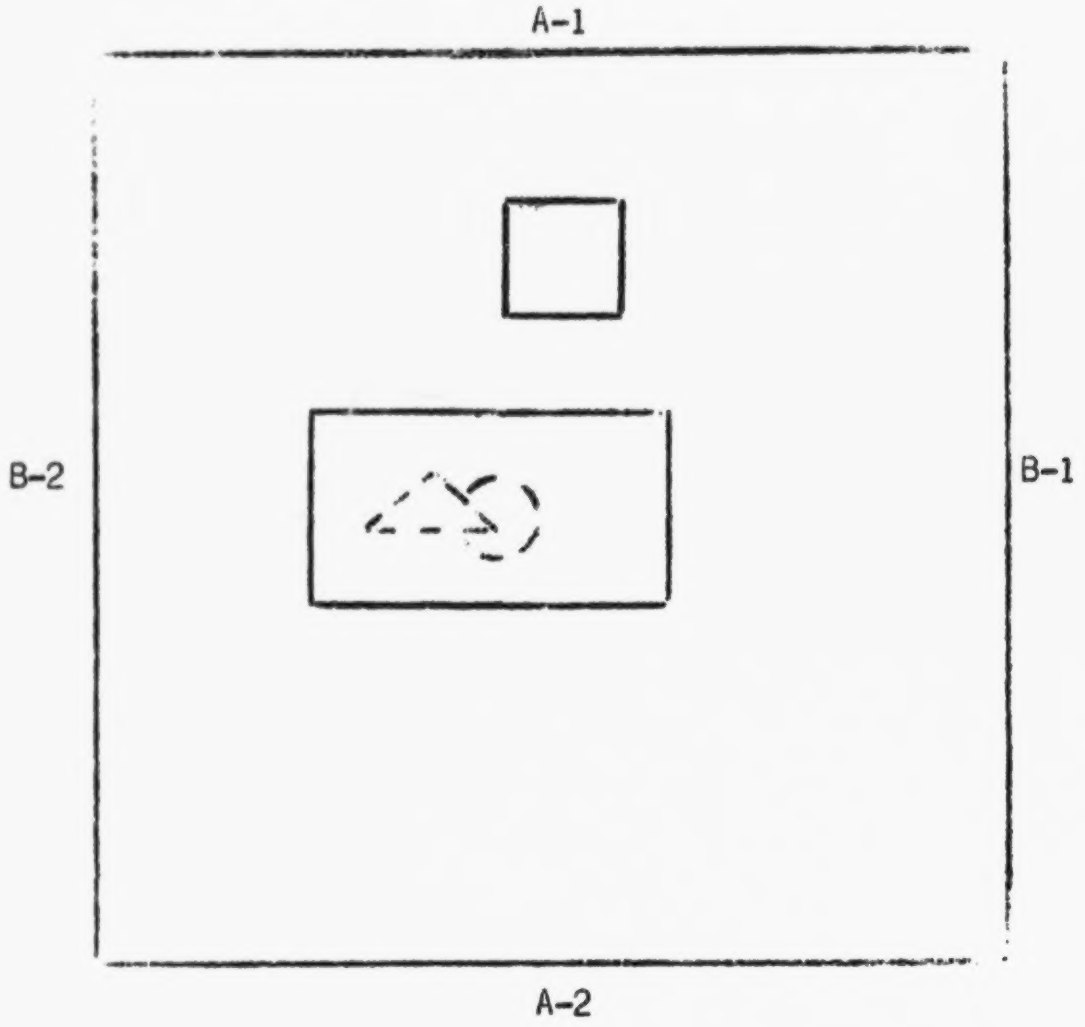
2) The following picture cards (Set #1 and Set #2 from the previous Unit) mixed and face down on the table:

2 big red trees (2)
a big red bird (2)
2 little red cars (2)
a big red car (2)
a little red tree (2)
a little red bird (2)

3) A box.

Aim: For a team to get four cards.

Starting Position:



#13

Description of Play:

A-1: Takes a card (a big car).
He says: FIND THE BIG CAR.
A-2 looks under the box, finds the big car, and shows it.
The object and the card match.
A-1 keeps the card for his team, and puts the object back under the box.

B-1: Takes a card (2 little cars).
He says: FIND THE LITTLE CARS.
B-2 looks under the box, finds the little cars, and shows them.
The objects and the card match.
B-1 keeps the card for his team, and puts the objects back under the box.

*A-2: Takes a card (2 little birds).
He says: FIND THE LITTLE BIRDS.
A-1 looks under the box, finds a big bird, and shows it.
The object does not match the card.
A-2 returns the card to the pack, and puts the objects back under the box.

B-2: Takes a card (a little tree).
He says: FIND THE LITTLE TREE.
B-1 looks under the box, finds a little tree, and shows it.
The object and the card match.
B-2 keeps the card for his team, and puts the object back under the box.

A mistake has been included in this description.

UNIT #14

Pattern:	FIND	THE	RED	BEDS	AND	TAKE	ONE.
			BLUE	CARS			TWO
							THREE

Teaching Points:

1. The Presentation teaches the number "3" and reading recognition of same. It puts two numbers already learned ("1" and "2") to a use other than team member identification.

2. It also teaches the use of "and" as a connector of clauses.

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#14

PRESENTATION

Teacher needs: The following shapee objects:

4 red cars
4 red beds
4 blue cars
4 blue beds

Each group needs: 1) The following shapee pieces:

4 red/4 blue ▭ 16 red/16 blue ○ 4 red/4 blue ⬭

8 red/8 blue ⏢

2) A box.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a red bed.	MAKE A RED BED.		They do it.
2.	MAKE A BLUE BED.		They do it.
3. Holds up a red car.	MAKE A RED CAR.		They do it.
4.	MAKE A BLUE CAR.		They do it.
5. Holds up 1 bed.	ONE	ONE	
6. Holds up 1 car.	ONE	ONE	
7. Holds up 1 bed.		ONE	
8. Writes "1" on the blackboard.	ONE	ONE	
9. Holds up 2 cars.	TWO	TWO	
10. Holds up 2 beds.	TWO	TWO	
11. Holds up 2 cars.		TWO	
12. Writes "2" on the blackboard.	TWO	TWO	
13. Holds up 3 beds.	THREE	THREE	
14. Holds up 3 cars.	THREE	THREE	

TEACHER		CLASS	#14
DOES THIS	**SAYS THIS**	**SAYS THIS**	**DOES THIS**
15. Writes "3" on board.	THREE	THREE	
16. Points to board.	ONE TWO THREE	ONE TWO THREE	
17. Points to board.		ONE TWO THREE	
18. Stands by demonstration group; acts out "hiding objects in their box."			Each group hides its objects.
19. Holds up the red cars; points to "1" on board.	A-1, FIND THE RED CARS AND TAKE ONE.	A-1, FIND THE RED CARS AND TAKE ONE.*	A-1 does it.
20. Holds up the blue cars; points to "1" on board.	B-1, FIND THE BLUE CARS AND TAKE ONE.	B-1, FIND THE BLUE CARS AND TAKE ONE.	B-1 does it.
21. Holds up the red cars; points to "2" on board.	A-2, FIND THE RED CARS AND TAKE TWO.	A-2, FIND THE RED CARS AND TAKE TWO.	A-2 does it.
22. Holds up the blue cars; points to "3" on board.	B-2, FIND THE BLUE CARS AND TAKE THREE.	B-2, FIND THE BLUE CARS AND TAKE THREE.	B-2 does it.
23. Holds up the red beds; points to "3" on board.	A-1, FIND THE RED BEDS AND TAKE THREE.	A-1, FIND THE RED BEDS AND TAKE THREE.	A-1 does it.
24. Holds up the blue beds; points to "3" on board.	SAY: FIND THE BLUE BEDS AND TAKE THREE.	FIND THE BLUE BEDS AND TAKE THREE.	
25. Holds up the red beds; points to "1" on board.	SAY:	FIND THE RED BEDS AND TAKE ONE.	
26. Holds up the blue cars; points to "2" on board.	SAY:	FIND THE BLUE CARS AND TAKE TWO.	
27. Points to each number on board.	SAY:	ONE TWO THREE	

*A-1 does not speak.

#14

COMMUNICATION ACTIVITY

Materials needed: 1) A box

2) The shapee objects made in the Presentation, hidden in the box

3) The following picture cards mixed and face down on the table:

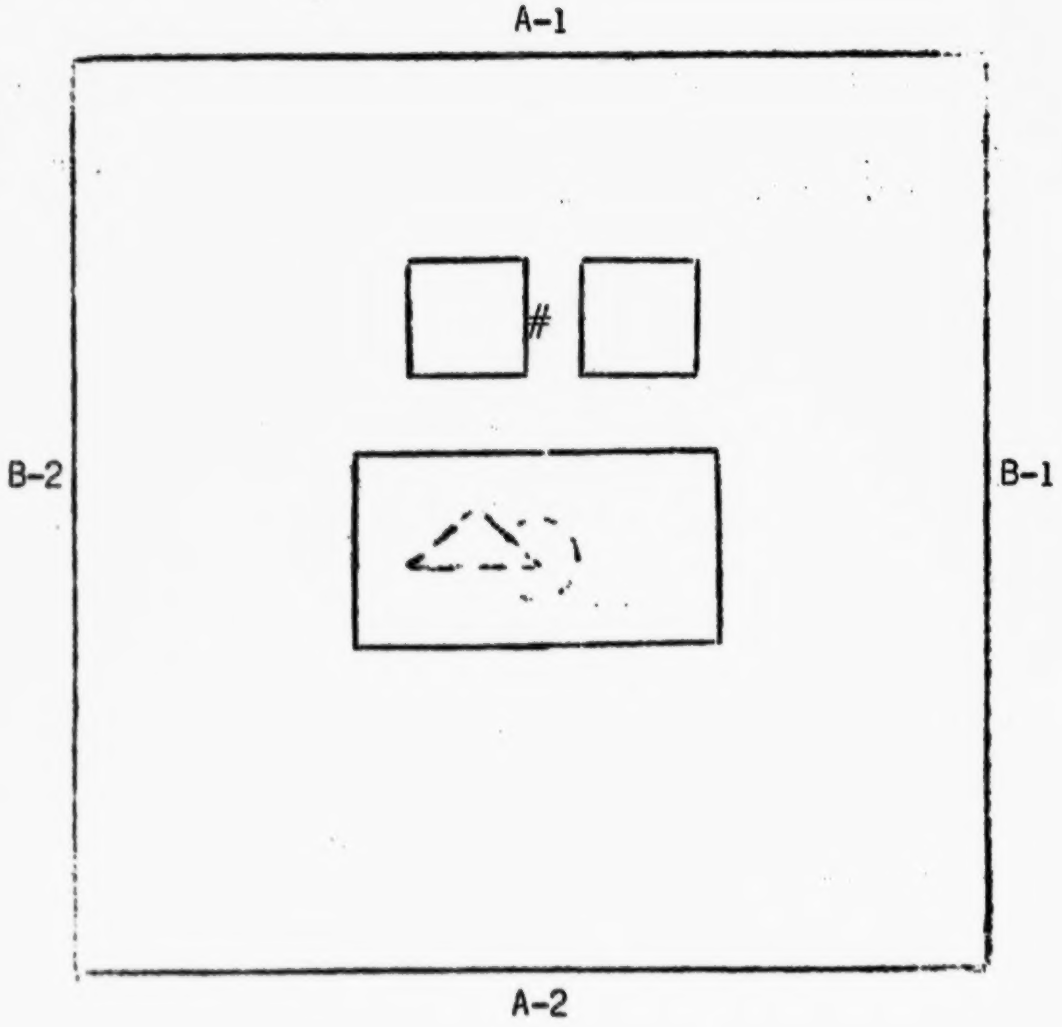
a red bed (3)
a blue bed (3)
a red car (3)
a blue car (3)

4) The following number cards mixed and face down on the table:

a #1 (2)   a #2 (2)   a #3 (3)

Aim: To get the most picture cards in three rounds.

Starting Position:



#14

Description of Play:

A-1: Takes a picture card (a blue bed) and a number card (a #2).
He says: FIND THE BLUE BEDS AND TAKE TWO.
A-2 does it.
A-1 shows the cards.
The objects match the cards.
A-1 puts the number card back under the pack, and keeps the picture card.
A-2 returns the objects.

B-1: Takes a picture card (a red car) and a number card (a #3).
He says: FIND THE RED CARS AND TAKE THREE.
B-2 does it.
B-1 shows the cards.
The objects match the cards.
B-1 puts the number card back under the pack, and keeps the picture card.
B-2 returns the objects.

*A-2: Takes a picture card (a blue car) and a number card (a #1).
He says: FIND THE BLUE CARS AND TAKE TWO.
A-1 does it.
A-2 shows the cards.
The objects do not match the cards.
A-2 puts the number card and the picture card back under the packs.
A-1 returns the objects.

B-2: Takes a picture card (a red bed) and a number card (a #3).
He says: FIND THE BEDS AND TAKE THREE.
B-1 does it.
B-2 shows the cards.
The objects match the cards.
B-2 puts the number card back under the pack, and keeps the picture card.
B-1 returns the objects.

*A mistake has been included in this description.

UNIT #15

Pattern:	FIND	THE	GREEN	BIRDS	AND	GIVE	ME	ONE.
			YELLOW	HATS				TWO
								THREE
								FOUR

Teaching Points:

1. The Presentation teaches "green" and "yellow" (two new adjectives of color).

2. It also teaches the number "4" and reading recognition of numbers "1," "2," "3," and "4."

3. Save the spinner and objects from this Unit for use in the following Units: #16, #17, #18, and #19. The objects can be saved in the paper bag (included in each box of shapees).

4. The activity uses the spinner (with spinner cover) for the first time. Whenever a pupil spins the spinner, he should hold it up, facing himself, so his partner cannot see it.

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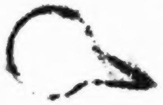
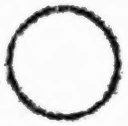
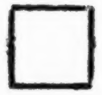
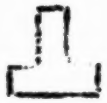
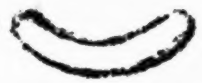
#15

PRESENTATION

Teacher needs: The following shapee objects:

4 green birds
4 yellow birds
4 green hats
4 yellow hats

Each group needs: 1) The following shapee pieces:

4 green/4 yellow 
4 green/4 yellow 
4 green/4 yellow 
4 green/4 yellow 
4 green/4 yellow 

2) A box (the shapee box lid).

TEACHER		CLASS
DOES THIS	SAYS THIS	SAYS THIS
1. Holds up a yellow bird.	A YELLOW BIRD	A YELLOW BIRD
2. Holds up a yellow bird.		A YELLOW BIRD
3. Holds up a green bird.	A GREEN BIRD	A GREEN BIRD
4. Holds up a green bird.		A GREEN BIRD
5. Holds up a green hat.	A GREEN HAT	A GREEN HAT
6. Holds up a green hat.		A GREEN HAT
7. Holds up a yellow hat.	A YELLOW HAT	A YELLOW HAT
8. Holds up a yellow hat.		A YELLOW HAT
9. Holds up 2 yellow hats.	TWO YELLOW HATS	TWO YELLOW HATS
10. Holds up 2 green hats.		TWO GREEN HATS
11. Holds up 3 green birds.	THREE GREEN BIRDS	THREE GREEN BIRDS
12. Holds up 3 yellow birds.		THREE YELLOW BIRDS
13. Holds up 4 yellow hats.	FOUR YELLOW HATS	FOUR YELLOW HATS
14. Holds up 4 green birds.	FOUR GREEN BIRDS	FOUR GREEN BIRDS

	TEACHER		CLASS	#15
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
15.	Holds up 4 green hats.		FOUR GREEN HATS	
16.	Holds up 4 yellow birds.		FOUR YELLOW BIRDS	
17.		MAKE A GREEN BIRD.		They make it; show it.
18.		MAKE A YELLOW BIRD.		They make it; show it.
19.		MAKE A GREEN HAT.		They make it; show it.
20.		MAKE A YELLOW HAT.		They make it; show it.
21.	Acts out "hiding objects with a box."			They hide their object under their box.
22.	Points to A-1.	SAY: FIND THE GREEN BIRDS AND GIVE ME TWO.	FIND THE GREEN BIRDS AND GIVE ME TWO.	A-2 does it.
23.	Points to B-1.	SAY: FIND THE YELLOW BIRDS AND GIVE ME THREE.	FIND THE YELLOW BIRDS AND GIVE ME THREE.	B-2 does it.
24.	Points to A-2.	SAY: FIND THE YELLOW HATS AND GIVE ME FOUR.	FIND THE YELLOW HATS AND GIVE ME FOUR.	A-1 does it.
25.	Points to B-2.	SAY: FIND THE GREEN HATS AND GIVE ME FOUR.	FIND THE GREEN HATS AND GIVE ME FOUR.	B-1 does it.
26.	Writes "2," "3" and "4" on the blackboard.			
27.	Points to "4" on the board; holds up 4 yellow hats.	SAY: FIND THE YELLOW HATS AND GIVE ME FOUR.	FIND THE YELLOW HATS AND GIVE ME FOUR.	
28.	Points to "4;" holds up 4 green birds.	SAY:	FIND THE GREEN BIRDS AND GIVE ME FOUR.	
29.	Points to "3 holds up 3 yellow birds.	SAY:	FIND THE YELLOW BIRDS AND GIVE ME THREE.	
30.	Points to "2;" holds up 2 green birds.	SAY:	FIND THE GREEN BIRDS AND GIVE ME TWO.	

#15

COMMUNICATION ACTIVITY

Materials needed:

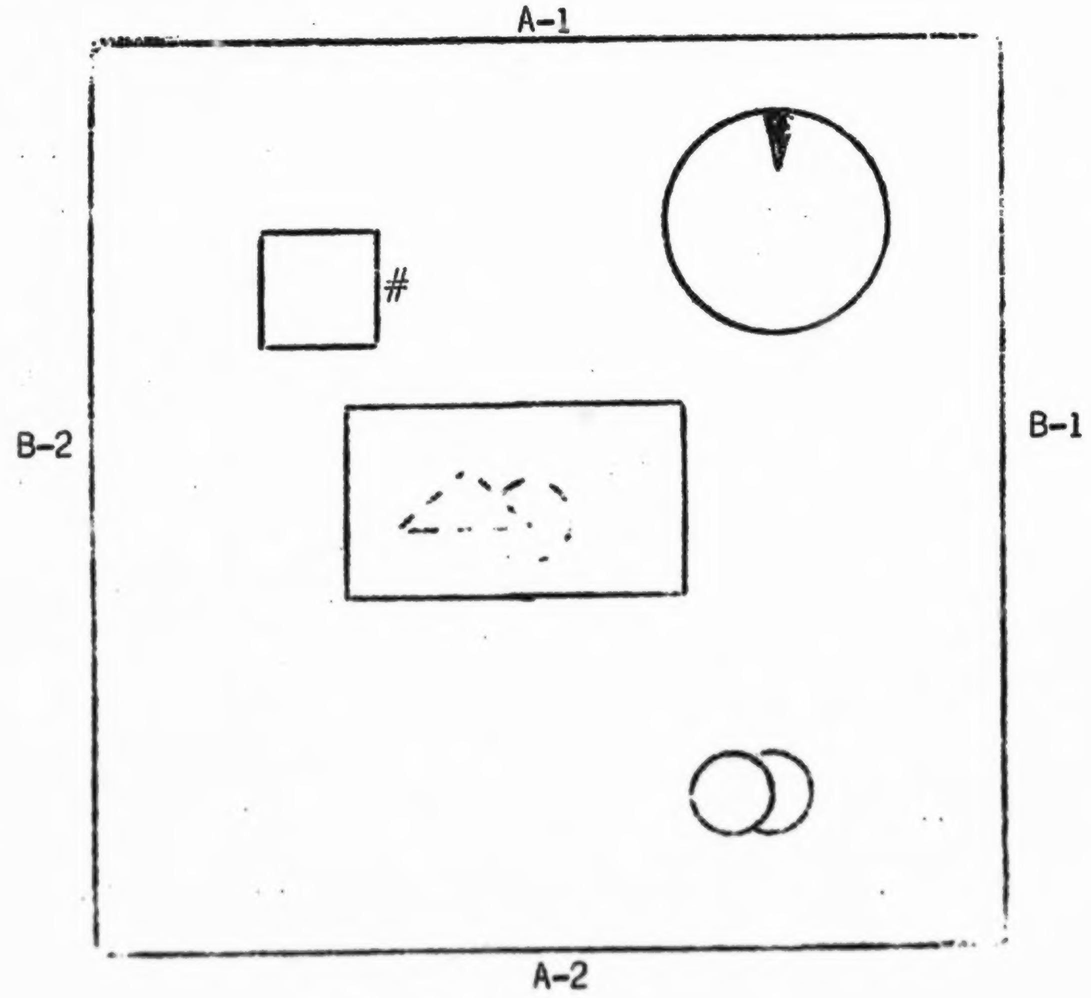
1) A box (the lid of the shapee box).
2) The shapee objects made in the Presentation, covered by the box
3) The spinner, and spinner cover #1
4) The following number cards mixed and face down on the table:

   a #1 (2)   a #2 (2)   a #3 (2)   a #4 (2)

5) Counters.

Aim: To get the most counters for the team.

Starting Position:



#15

Description of Play:

A-1: Spins the spinner (the yellow hats) and takes a number card (a #3).
He says: FIND THE YELLOW HATS AND GIVE ME THREE.
A-2 finds the four yellow hats and gives A-1 three.
A-1 shows the spinner and card. They match the objects.
He puts the card under the pack. The objects are returned to the box.
A-1 takes a counter.

*B-1: Spins the spinner (the green birds) and takes a number card (a #4).
He says: FIND THE GREEN BIRDS AND GIVE ME FOUR.
B-2 finds the green birds and gives B-1 three.
B-1 shows the spinner and card. The card does not match the objects.
He puts the card under the pack. The objects are returned to the box.

A-2: Spins the spinner (the yellow birds) and takes a number card (a #1).
He says: FIND THE YELLOW BIRDS AND GIVE ME ONE.
A-1 finds the yellow birds and gives A-2 one.
A-2 shows the spinner and card. They match the objects.
He puts the card under the pack. The objects are returned to the box.

*B-2: Spins the spinner (the green hats) and takes a number card (a #2).
He says: FIND THE GREEN HATS AND GIVE ME TWO.
B-1 finds two green hats and gives them to B-2.
B-2 shows the spinner and card. The spinner does not match the objects (because the spinner shows 4 hats).
He puts the card under the pack. The objects are returned to the box.

*A mistake has been included in this description.

UNIT #16

Pattern:	FIND	THE	GREEN	BIRDS.	TAKE	ONE	AND	GIVE	ME	ONE.
			YELLOW	HATS		TWO				TWO

Teaching Points:

1. The pattern requires the speaker to make three requests, and his partner to make three responses ("find," "give" and "take"). In the Presentation, you my need to give more practice to make sure your pupils are using the complete pattern.

2. At the beginning of the Presentation, instead of bringing the box of shapees to his table, A-1 brings the bag containing the objects made in the previous Presentation. The first four steps of the Presentation serve to check that each group has the required objects. The pupil who cannot hold up a requested object, goes to his group's box and makes it.

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#16

PRESENTATION

Teacher needs: The following shapee objects:

4 green birds   4 yellow birds
4 green hats   4 yellow hats

Each group needs:
1) The objects used in the previous Presentation
2) A box.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a green hat	A GREEN HAT	A GREEN HAT	They hold up a green hat.
2.	Holds up a yellow hat.		A YELLOW HAT	They hold up a yellow hat.
3.	Holds up a green bird.		A GREEN BIRD	They hold one up.
4.	Holds up a yellow bird.		A YELLOW BIRD	They hold one up.
5.	Acts out "hiding objects with a box."			They hide their objects under their box.
6.	Points to A-1; holds up a yellow bird.	SAY: FIND THE YELLOW BIRDS. TAKE ONE.	FIND THE YELLOW BIRDS. TAKE ONE.	A-2 does it.
7.	Points to B-1; holds up 2 yellow birds.	SAY: FIND THE YELLOW BIRDS. TAKE TWO.	FIND THE YELLOW BIRDS. TAKE TWO.	B-2 does it.
8.	Points to A-2.	SAY: FIND THE GREEN BIRDS. TAKE TWO.	FIND THE GREEN BIRDS. TAKE TWO.	A-1 does it.
9.	Points to B-2.	SAY: FIND THE GREEN HATS. TAKE ONE.	FIND THE GREEN HATS. TAKE ONE.	B-1 does it.
10.	Points to A-1.	SAY: FIND THE GREEN HATS. GIVE ME TWO.	FIND THE GREEN HATS. GIVE ME TWO.	A-2 does it.
11.	Points to B-1; then holds up 2 green hats in the right hand and 1 in the left.	SAY: FIND THE GREEN HATS. TAKE TWO AND GIVE ME ONE.	FIND THE GREEN HATS. TAKE TWO AND GIVE ME ONE.	B-2 does it.

	TEACHER		CLASS	#16
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Points to A-2; then holds up 2 yellow hats in the right hand and 1 in the left.	SAY: FIND THE YELLOW HATS. TAKE TWO AND GIVE ME ONE.	FIND THE YELLOW HATS. TAKE TWO AND GIVE ME ONE.	A-1 does it.
13.	Points to B-2; then holds up 1 green bird in the right hand and 1 in the left.	SAY: FIND THE GREEN BIRDS. TAKE ONE AND GIVE ME ONE.	FIND THE GREEN BIRDS. TAKE ONE AND GIVE ME ONE.	B-1 does it.
14.	Holds up 1 green hat in the right hand and 2 in the left.	SAY:	FIND THE GREEN HATS. TAKE ONE AND GIVE ME TWO.	
15.	Holds up 2 yellow hats in the right hand and 1 in the left.	SAY:	FIND THE YELLOW HATS. TAKE TWO AND GIVE ME ONE.	
16.	Holds up 2 green birds in the right hand and 2 in the left.	SAY:	FIND THE GREEN BIRDS. TAKE TWO AND GIVE ME TWO.	
17.	Holds up 1 yellow bird in the right hand and 1 in the left.	SAY:	FIND THE YELLOW BIRDS. TAKE ONE AND GIVE ME ONE.	

#16

COMMUNICATION ACTIVITY

Materials needed: 1) A box

2) The shapee objects used in the Presentation, covered by the box

3) The following number cards mixed and face down on the table:

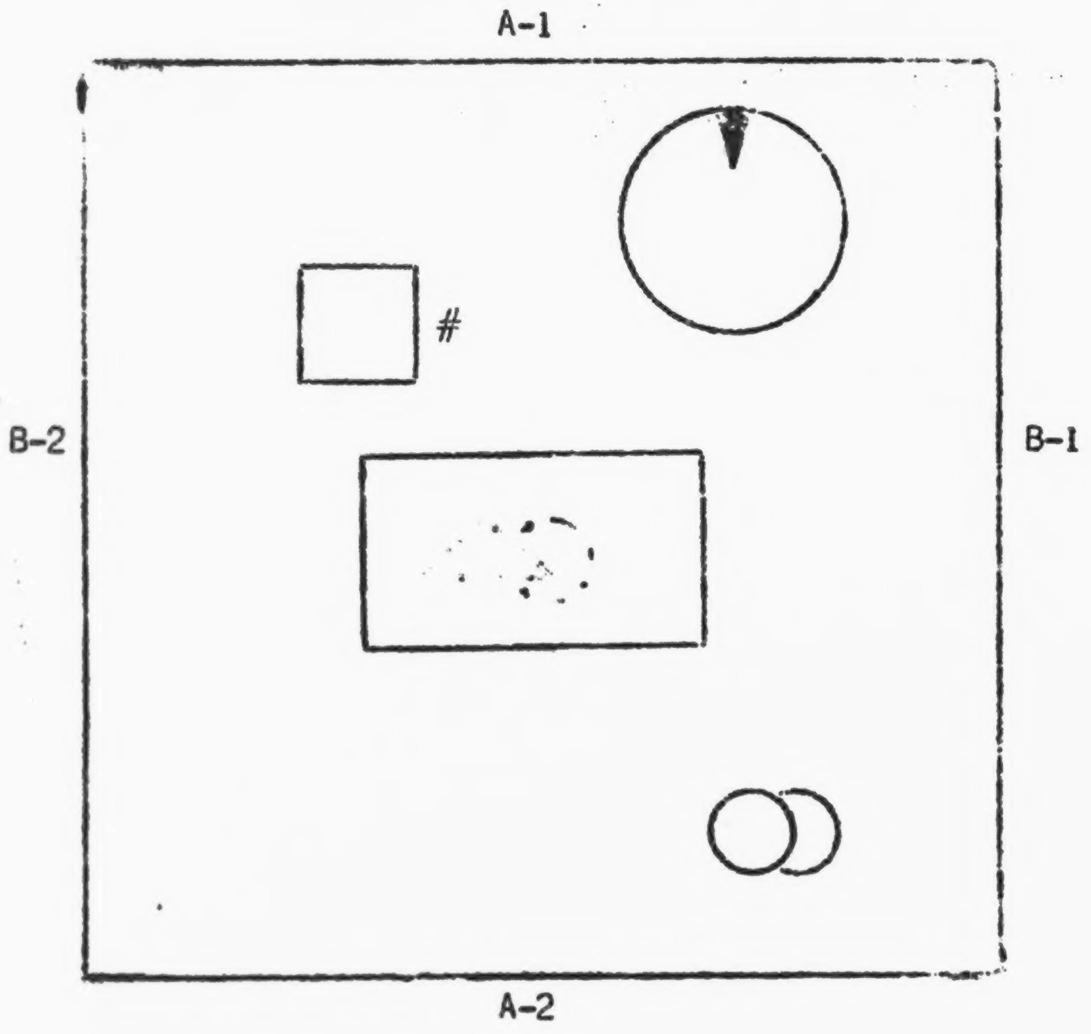
a #1 (3)   a #2 (3)

4) Spinner cover #1.

5) Counters.

Aim: To get tha most counters for the team.

Starting Position:



Description of Play:

A-1: Spins the spinner (the yellow hats).
He says: FIND THE YELLOW HATS. A-2 does it.
A-1 takes two number cards (a #2, a #2).
He says: TAKE TWO AND GIVE ME TWO.
A-2 does it.
A-1 shows the spinner and the cards. They match the objects.
The cards are put under the pack and the objects in the box.
A-1 takes a counter.

B-1: Spins the spinner (the green birds).
He says: FIND THE GREEN BIRDS. B-2 does it.
B-1 takes two number cards (a #1, a #2).
He says: TAKE ONE AND GIVE ME TWO.*
B-2 does it.
B-1 shows the spinner and the cards. They match the objects.
The cards are put under the pack and the objects in the box.
B-1 takes a counter.

**A-2: Spins the spinner (the yellow birds).
He says: FIND THE YELLOW BIRDS. A-1 does it.
A-2 takes two number cards (a #1, a #1).
He says: TAKE TWO AND GIVE ME TWO.
A-1 does it.
A-2 shows the spinner. It matches. He shows the cards. They do not match the objects.
The cards are put under the pack and the objects in the box.

B-2: Spins the spinner (the green hats).
He says: FIND THE GREEN HATS. B-1 does it.
B-2 takes two number cards (a #2, a #2).
He says: TAKE TWO AND GIVE ME TWO.
B-1 does it.
B-2 shows the spinner and the cards. They match the objects.
The cards are put under the pack and the objects in the box.
B-2 takes a counter.

*He could also say: TAKE TWO AND GIVE ME ONE.
**A mistake has been included in this description.

UNIT #17

Pattern:	GET	ME	TWO	GREEN	BIRDS.
			THREE	YELLOW	HATS
			FOUR		

Teaching Points:

1. The Presentation teaches "get me." To act this out, say to A-1 "Get me...," pointing to the object (in a box on the floor), and then to yourself.

2. The first four steps of the Presentation serve to check that each group has the required objects (saved from the previous Unit.)

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#17

PRESENTATION

Teacher needs: The following shapee objects:

a green bird a yellow bird
a green hat a yellow hat

Each group needs: 1) The following objects (made in Unit #15):

4 green birds 4 yellow birds
4 green hats 4 yellow hats

2) A box.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		TAKE A GREEN BIRD.		They do it.
2.		TAKE A YELLOW BIRD.		They do it.
3.		TAKE A GREEN HAT.		They do it.
4.		TAKE A YELLOW HAT.		They do it.
5.	Stands by the demonstration group; holds up their box; acts out "putting objects in it."			They put their objects in their box.
6.	Gives A-1 the box; points to the floor next to his group's table.			A-1 places his group's box on the floor.
7.		GET ME	GET ME	
8.	Acts out "get me."	GET ME	GET ME	They act out "get me."
9.	Points to A-1.	SAY: GET ME TWO GREEN HATS.	GET ME TWO GREEN HATS.	
10.	Points to A-2; acts out "get me."			A-2 gets a green hat from the box; gives it to A-1.
11.	Points to B-1.	SAY:: GET ME TWO GREEN HATS.	GET ME TWO GREEN HATS.	B-2 does it.

TEACHER		CLASS	#17
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12. Points to A-2.	SAY: GET ME THREE YELLOW BIRDS.	GET ME THREE YELLOW BIRDS.	A-1 does it.
13. Points to B-2.	SAY: GET ME FOUR YELLOW HATS.	GET ME FOUR YELLOW HATS.	B-1 does it.
14. Points to A-1; acts out "returning objects to the box."	PUT THE THINGS IN THE BOX.		A-1 does it.
15. Points to A-1.	SAY: GET ME TWO GREEN BIRDS.	GET ME TWO GREEN BIRDS.	A-2 does it.
16. Points to B-1.	SAY: GET ME FOUR GREEN HATS.	GET ME FOUR GREEN HATS.	B-2 does it.
17. Points to A-2.	SAY: GET ME FOUR YELLOW BIRDS.	GET ME FOUR YELLOW BIRDS.	A-1 does it.
18. Points to B-2.	SAY: GET ME TWO GREEN BIRDS.	GET ME TWO GREEN BIRDS.	B-1 does it.
19. Points to B-1; acts out "returning objects to the box."	PUT THE THINGS IN THE BOX.		B-1 does it.
20. Stands by the demonstration group; holds up 2 yellow birds.	SAY: GET ME TWO YELLOW BIRDS.	GET ME TWO YELLOW BIRDS.	
21. Holds up 4 green hats.	SAY:	GET ME FOUR GREEN HATS.	
22. Holds up 3 yellow hats.	SAY:	GET ME THREE YELLOW HATS.	
23. Holds up 2 green birds.	SAY:	GET ME TWO GREEN BIRDS.	

#17

COMMUNICATION ACTIVITY

Materials needed: 1) A box placed on the floor

2) The shapee objects used in the Presentation, placed in the box

3) Spinner cover #1

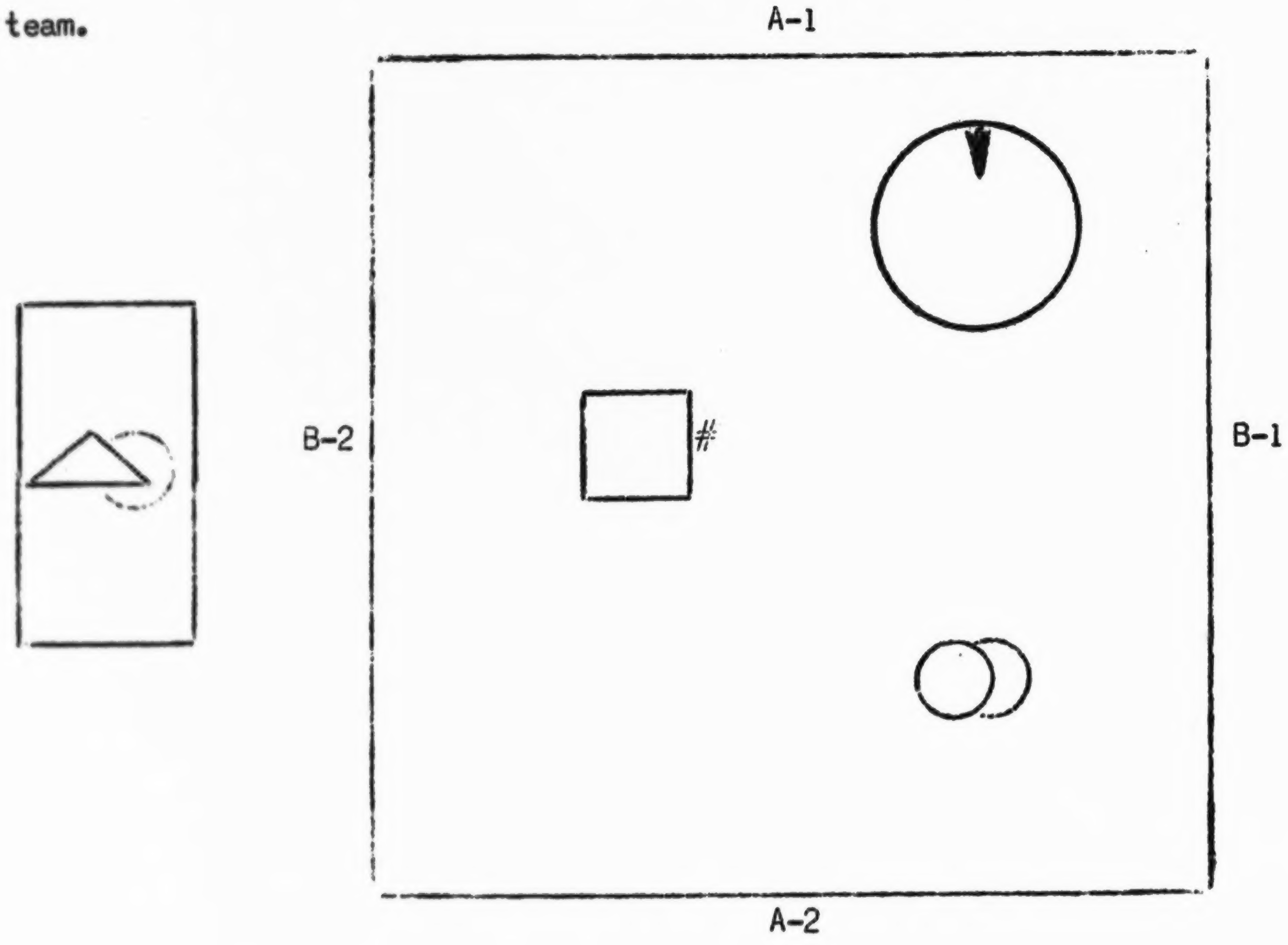
4) The following number cards, mixed and face down on the table:

a #2 (2) a #3 (2) a #4 (2)

5) Counters.

Aim: To get the most counters for the team.

Starting Position:



Description of Play:

A-1: Spins the spinner (the yellow birds) and takes a number card (a #2).
He says: GET ME TWO YELLOW BIRDS.
A-2 gets them.
A-1 shows the spinner and the card. They match the objects.
A-1 puts the objects and cards back and takes a counter.

*B-1: Spins the spinner (the green hats) and takes a number card (a #4).
He says: GET ME FOUR GREEN HATS.
B-2 gets B-1 three green hats.
B-1 shows the spinner and the card. The card does not match the objects.
B-1 puts the objects and card back.

A-2: Spins the spinner (the green birds) and takes a number card (a #4).
He says: GET ME FOUR GREEN BIRDS.
A-1 gets them.
A-2 shows the spinner and the card. They match the objects.
A-2 puts the objects and card back and takes a counter.

B-2: Spins the spinner (the green hats) and takes a number card (a #2).
He says: GET ME TWO GREEN HATS.
B-1 gets them.
B-2 shows the spinner and the card. They match the objects.
B-2 puts the objects and card back and takes a counter.

*A mistake has been included in this description.

UNIT #18

Pattern:	GET	ME	A	GREEN	HAT(S).
			TWO	YELLOW	BIRD(S)
			THREE		
			FOUR		

Teaching Point:

The Presentation reinforces the singular-plural contrast.

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#18

PRESENTATION

Teacher needs: The following shapee objects:

a green bird a yellow bird
a green hat a yellow hat

Each group needs: 1) The following objects (make in Unit #15):

4 green birds 4 yellow birds
4 green hats 4 yellow hats

2) A box.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	TAKE A GREEN BIRD.		They do it.
2.	TAKE A YELLOW BIRD.		They do it.
3.	TAKE A GREEN HAT.		They do it.
4.	TAKE A YELLOW HAT.		They do it.
5. Points to A-1; acts out "putting the box on the floor."	PUT THE BOX ON THE FLOOR.		A-1 does it.
6. Points to B-1; acts out "putting objects in the box."	PUT THE THINGS IN THE BOX.		B-1 does it.
7. Points to A-1; holds up a green bird.	SAY: GET ME A GREEN BIRD.	GET ME A GREEN BIRD.	A-2 does it.
8. Points to B-1; holds up a green bird.	SAY: GET ME A GREEN BIRD.	GET ME A GREEN BIRD.	B-2 does it.
9. Points to A-2; holds up 4 yellow hats.	SAY: GET ME FOUR YELLOW HATS.	GET ME FOUR YELLOW HATS.	A-1 does it.
10. Points to B-2; holds up 2 yellow hats.	SAY: GET ME TWO YELLOW HATS.	GET ME TWO YELLOW HATS.	B-1 does it.

	TEACHER		CLASS	#18
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to A-1; holds up 3 yellow birds.		GET ME THREE YELLOW BIRDS.	A-2 does it.
12.	Points to B-1; holds up 4 yellow hats.		GET ME FOUR YELLOW HATS.	B-2 does it.
13.	Points to A-2; holds up a green tree.		GET ME A GREEN TREE.	A-1 does it.
14.	Points to B-2; holds up a green bird.		GET ME A GREEN BIRD.	B-1 does it.
15.	Holds up a green bird.	SAY: GET ME A GREEN BIRD.	GET ME A GREEN BIRD.	
16.	Holds up 3 green birds.	SAY: GET ME THREE GREEN BIRDS.	GET ME THREE GREEN BIRDS.	
17.	Holds up a yellow hat.	SAY: GET ME A YELLOW HAT.	GET ME A YELLOW HAT.	
18.	Holds up a green hat.	SAY: GET ME A GREEN HAT.	GET ME A GREEN HAT.	
19.	Holds up 2 green hats.	SAY: GET ME TWO GREEN HATS.	GET ME TWO GREEN HATS.	

#18

COMMUNICATION ACTIVITY

Materials needed:

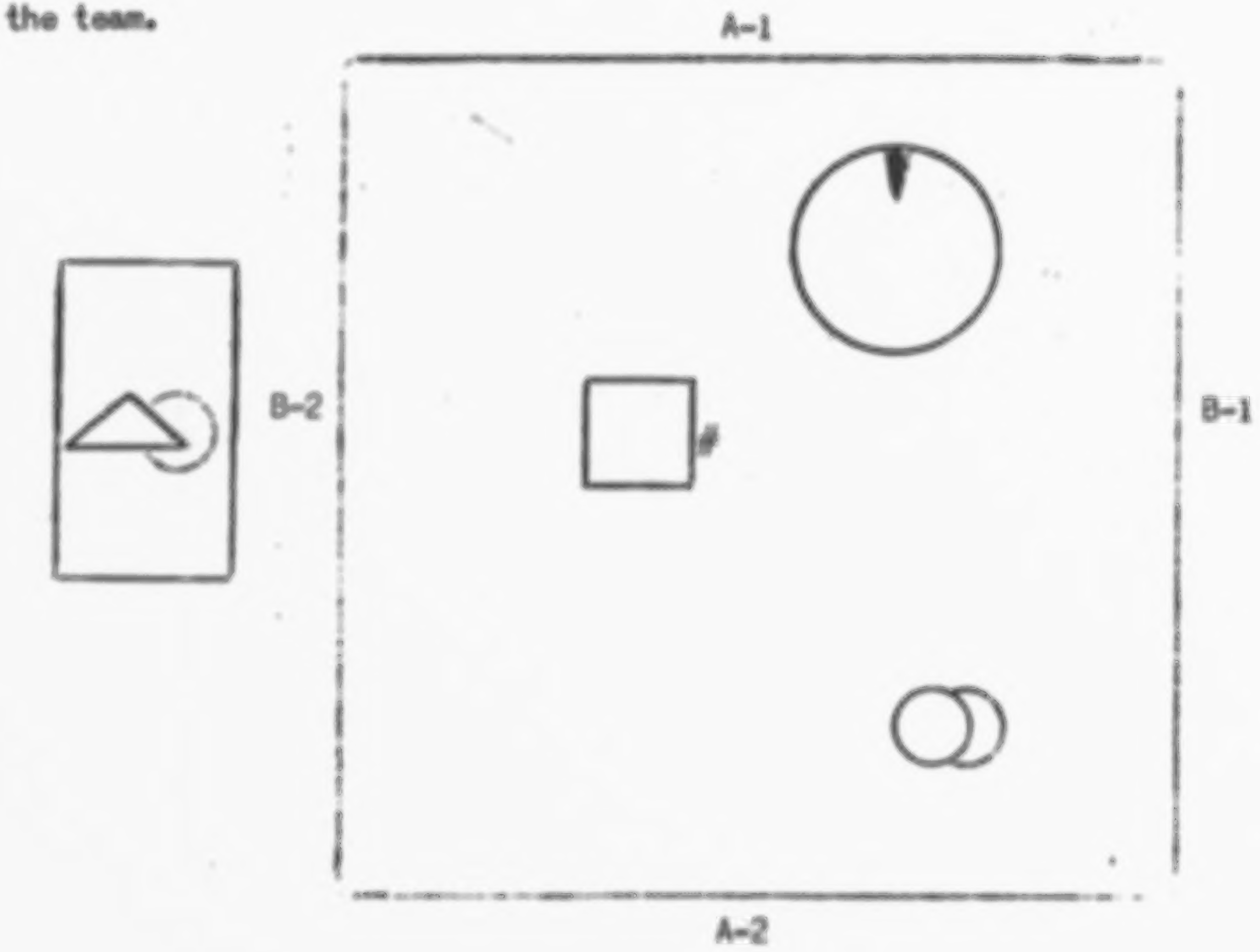
1) A box placed on the floor
2) The shapee objects used in the Presentation placed in the box
3) Spinner cover #1
4) The following number cards, mixed and face down on the table:

    a #1 (3) a #2 (2) a #3 (2) a #4 (1)

5) Counters.

Aim: To get the most counters for the team.

Starting Position:



Description of Play:

A-1: Spins the spinner (the green hats) and takes a number card (a #1).
He says: GET ME A GREEN HAT.
A-2 gets a green hat.
A-1 shows the spinner and the card. They match the object.
A-1 puts the card and object back and takes a counter.

B-1: Spins the spinner (the yellow hats) and takes a number card (a #4).
He says: GET ME FOUR YELLOW HATS.
B-2 gets them.
B-1 shows the spinner and the card. They match the objects.
B-1 puts the card and objects back and takes a counter.

*A-2: Spins the spinner (the yellow birds) and takes a number card (a #1).
He says: GET ME A GREEN BIRD.
A-1 does it.
A-2 shows the spinner and the card. They don't match the object.
A-2 puts the card and object back.

B-2: Spins the spinner (the yellow bird) and takes a number card (a #2).
He says: GET ME TWO YELLOW BIRDS.
B-1 does it.
B-2 shows the spinner and the card. They match the objects.
B-2 puts the card and objects back and takes a counter.

*A mistake has been included in this description.

UNIT #19

Pattern:

SHOW	ME	A	GREEN	BIRD (S).
		TWO	YELLOW	HAT (S)
		THREE		
		FOUR		

Teaching Point:

The Presentation teaches the command "show me." Act out the word "show" by taking an object and then holding it up so it can be seen. After your pupils understand "show," point to yourself and say "SHOW ME A YELLOW HAT." Take A-1's hand (holding a yellow house) and hold it uo in front of yourself, repeating "SHOW ME."

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#19 (test unit)

PRESENTATION

Teacher needs: The following shapes objects:

a green bird
a yellow bird

a green hat
a yellow hat

Each group needs: The following shapes objects (made in Unit #15):

4 green birds
4 yellow birds

4 green hats
4 yellow hats

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a green bird.	TAKE A GREEN BIRD.		They do it.
2. Holds up a yellow bird.	TAKE A YELLOW BIRD.+		They do it.
3. Holds up a green hat.	TAKE A GREEN HAT.		They do it.
4. Holds up a yellow hat.	TAKE A YELLOW HAT.		They do it.
5. Takes a yellow hat.	TAKE A YELLOW HAT.		They do it.
6. Acts out "show," holding up the yellow hat.	SHOW	SHOW	They hold up the object.
7. Acts out "show," holding up the yellow hat.	SHOW	SHOW	
8. Acts out "show," holding up a yellow hat.	SHOW	SHOW	
9. Acts out "show me."	SHOW ME	SHOW ME	
10. Points to A-1; acts out "show me."	SAY: SHOW ME A YELLOW HAT.	SHOW ME A YELLOW HAT.	A-2 does it.
11. Points to B-1; acts out "show me."	SAY: SHOW ME A GREEN BIRD.	SHOW ME A GREEN BIRD.	B-2 does it.
12. Points to A-2.	SAY: SHOW ME A YELLOW HAT.	SHOW ME A YELLOW HAT.	A-1 does it.
13. Points to B-2.	SAY: SHOW ME A GREEN BIRD.	SHOW ME A GREEN BIRD.	A-1 does it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
14. Points to A-1.	SHOW ME TWO GREEN BIRDS.		A-1 does it.
15. Points to B-1	SHOW ME THREE YELLOW HATS.		B-1 does it.
16. Points to A-2.	SHOW ME FOUR GREEN HATS.		A-2 does it.
17. Points to B-2.	SHOW ME THREE YELLOW BIRDS.		B-2 does it.
18. Holds up a green tree.	SAY: SHOW ME A GREEN BIRD.	SHOW ME A GREEN BIRD.	
19. Holds up four yellow hats.	SAY:	SHOW ME FOUR YELLOW HATS.	
20. Holds up two green hats.	SAY:	SHOW ME TWO GREEN HATS.	
21. Holds up three yellow birds.	SAY:	SHOW ME THREE YELLOW BIRDS.	

#19 (test unit)

COMMUNICATION ACTIVITY

Materials needed: 1) The shapes objects used in the Presentation.

2) The spinner, and spinner cover #1.

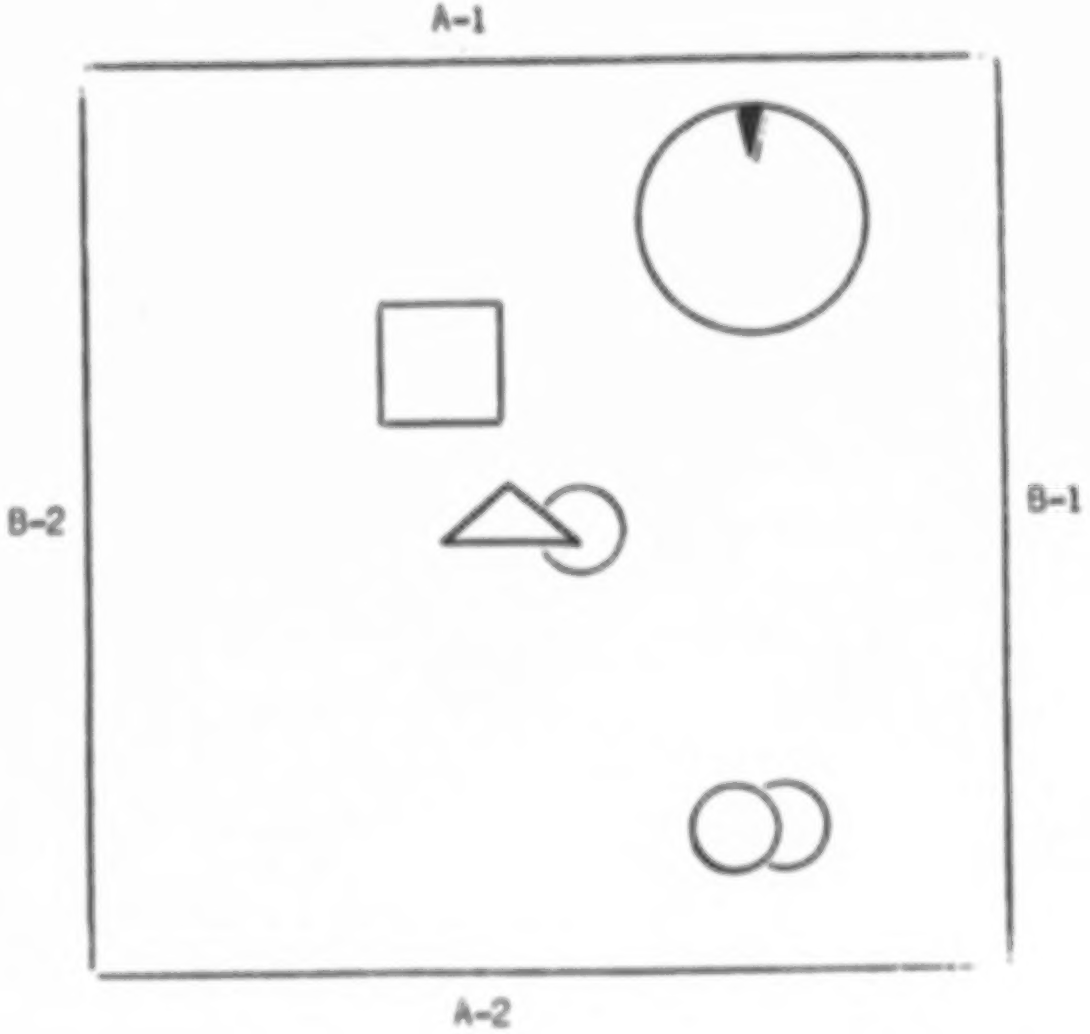
3) The following number cards, mixed and face down on the table:

a #1 (2)	a #3 (2)
a #2 (2)	a #4 (2)

4) Counters

Aim: To get the most counters for the team.

Starting Position:



Description of Play:

A-1: Spins the spinner (the yellow hats) and takes a number card (a #4).
He says: SHOW ME FOUR YELLOW HATS.
A-2 takes the four yellow hats and shows them to A-1.
The objects match the card and spinner.
A-2 returns the objects to the table. A-1 puts the card under the pack and takes a counter.

*B-1: Spins the spinner (the green birds) and takes a number card (a #2).
He says: SHOW ME TWO GREEN BIRDS.
B-2 takes three green birds and shows them to B-1.
The objects do not match the card.
B-2 returns the objects to the table. B-1 puts the card under the pack.

A-2: Spins the spinner (the yellow birds) and takes a number card (a #1).
He says: SHOW ME A YELLOW BIRD.
A-1 shows it to A-2.
The object matches the card and spinner.
A-1 returns the object to the table. A-2 puts the card under the pack and takes a counter.

B-2: Spins the spinner (the green hats) and takes a number card (a #1).
He says: SHOW ME A GREEN HAT.
B-1 shows it to B-2.
The object matches the card and spinner.
B-1 returns the object to the table. B-2 puts the card under the pack and takes a counter.

*A mistake has been included in this description.

UNIT #20 - TEST UNIT

Pattern:	FIND	THE	GREEN	TREES.	SHOW	ME	ONE.
			YELLOW	HATS			TWO
							THREE
							FOUR

Teaching Points:

1. This is the second Test Unit. It reviews patterns and vocabulary from Units #11-#19.
2. Follow the same procedure as for the first Test Unit by avoiding, as far as possible, any demonstration of what to "do" or "say." Circulate among the tables so you can observe whether all the pupils are following your directions.

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#20 (test unit)

PRESENTATION

Each group needs 1) The following objects (made in Unit #15):

4 green hats 4 yellow hats
4 green birds 4 yellow birds

2) A box.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		SHOW ME A GREEN HAT		They hold up a green hat towards the teacher.
2.		SHOW ME A YELLOW HAT.		They do it.
3.		SHOW ME A GREEN BIRD.		They do it.
4.		SHOW ME A YELLOW BIRD.		They do it.
5.	Acts out hiding objects with a box.			They hide their objects with their box.
6.	Points to A-1.	SAY: FIND THE YELLOW HATS AND SHOW ME ONE.	FIND THE YELLOW HATS AND SHOW ME ONE.	A-2 finds the yellow hats and shows A-1 one.
7.	Points to B-1.	SAY: FIND THE GREEN BIRDS AND SHOW ME TWO.	FIND THE GREEN BIRDS AND SHOW ME TWO.	B-2 does it.
8.	Points to A-2.	SAY: FIND THE YELLOW BIRDS AND SHOW ME THREE.	FIND THE YELLOW BIRDS AND SHOW ME THREE.	A-1 does it.
9.	Points to B-2.	SAY: FIND THE GREEN HATS AND SHOW ME THREE.	FIND THE GREEN HATS AND SHOW ME THREE.	B-1 does it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Points to A-1; holds up 3 green hats.		FIND THE GREEN HATS AAND SHOW ME THREE.	A-2 does it.
11. Points to B-1; holds up a yellow bird.		FIND THE YELLOW BIRDS AND SHOW ME ONE.	B-2 does it.
12. Points to A-2; holds up 2 yellow hats.		FIND THE YELLOW HATS AND SHOW ME TWO.	A-1 does it.
13. Points to B-2; holds up 4 green birds.		FIND THE GREEN BIRDS AND SHOW ME FOUR.	B-1 does it.
14. Holds up a yellow hat.	SAY: FIND THE YELLOW HATS AND SHOW ME ONE.	FIND THE YELLOW HATS . AND SHOW ME ONE.	
15. Holds up 2 green birds.	SAY:	FIND THE GREEN BIRDS AND SHOW ME TWO.	
16. Holds up 4 yellow birds.	SAY:	FIND THE YELLOW BIRDS AND SHOW ME FOUR.	

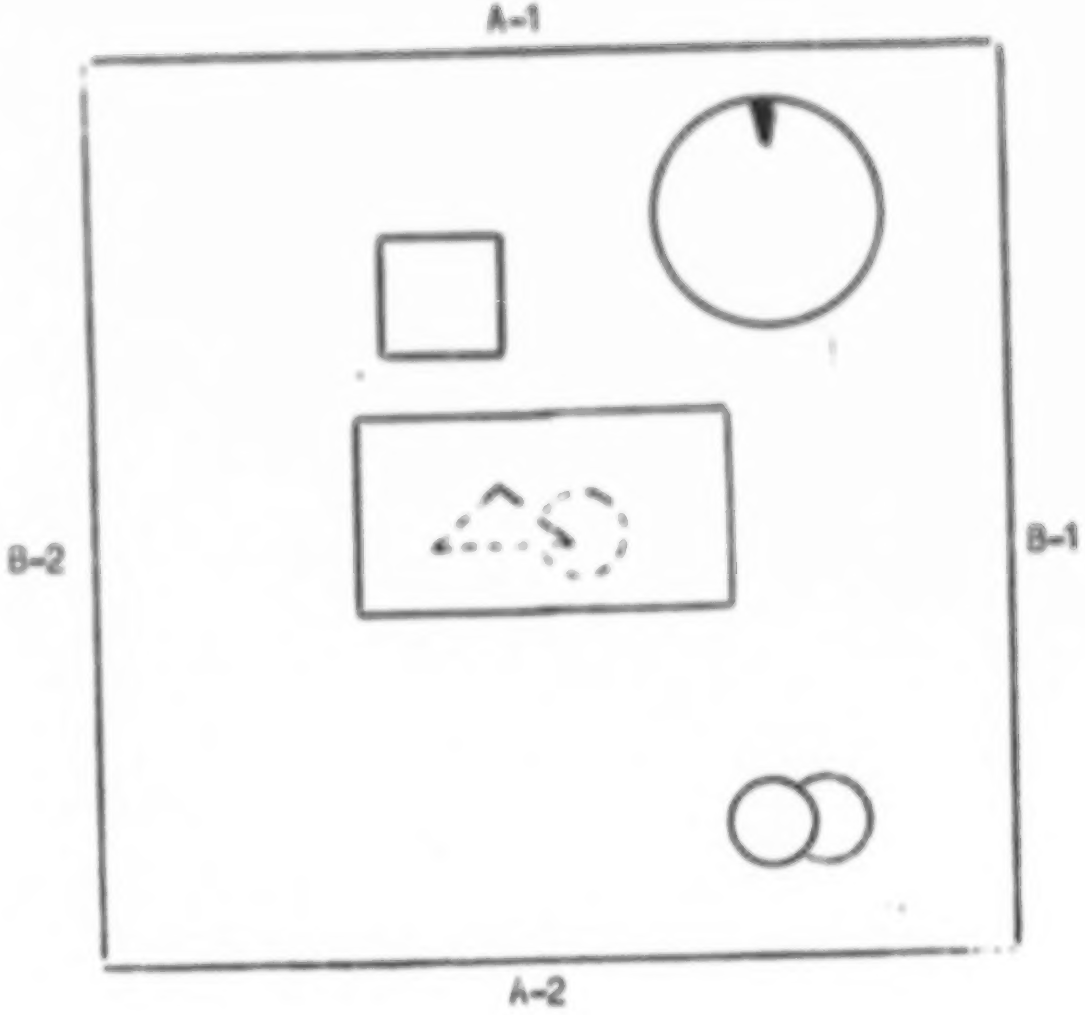
#20 (test unit)

COMMUNICATION ACTIVITY

Materials needed:
1) A box.
2) The shapes objects used in the Presentation, covered by the box.
3) The following number cards, mixed and face down on the table:
    - a #1 (2)
    - a #2 (2)
    - a #3 (2)
    - a #4 (2)
4) Spinner cover #1.
5) Counters.

Aim: To get the most counters for the team.

Starting Position:



#20 (test unit)

Description of Play:

A-1: Spins the spinner (the green birds) and takes a number card (a #1).
He says: FIND THE GREEN BIRDS AND SHOW ME ONE.
A-2 finds the object and shows it to A-1.
It matches the card and spinner.
A-2 returns the objects to the box. A-1 puts the card under the pack and takes a counter.

B-1: Spins the spinner (the yellow hats) and takes a number card (a #2).
He says: FIND THE YELLOW HATS AND SHOW ME TWO.
B-2 finds the objects and shows two to B-1.
They match the card and the spinner.
B-2 returns the objects to the box. B-1 puts the card under the pack and takes a counter.

*A-2: Spins the spinner (the yellow hats) and takes a number card (a #3).
He says: FIND THE YELLOW HATS AND SHOW ME THREE.
A-1 finds the objects and shows four of them to A-2.
The objects do not match the card.
A-1 returns the objects to the box. A-1 puts the card under the pack.

B-2: Spins the spinner (the yellow birds) and takes a number card (a #4).
He says: FIND THE YELLOW BIRDS AND SHOW ME FOUR.
B-1 finds the objects and shows them to B-2.
They match the card and the spinner.
B-1 returns the objects to the box. B-2 puts the card under the pack and takes a counter.

* A mistake has been included in this description.

UNIT #21

Pattern:	YOU	NEED	A	RED	DOG.
				YELLOW	BIRD
					TREE

Teaching Points

1. The Presentation introduces "you" (a subject pronoun).
2. Teach "need" by demonstration or translation. Demonstration examples: For rain you need an umbrell
   For cold you need a coat.
3. Save the cards and objects from this Unit for use in the following Unit.

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#21

PRESENTATION

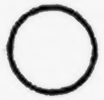
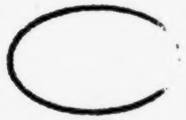
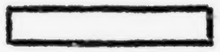
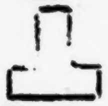
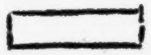
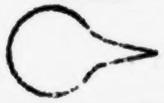
Teacher needs: 1) The following pictures in the picture book:

a dog a shapee dog

2) The following shapee objects:

a red dog	a yellow dog
a red bird	a yellow bird
a red tree	a yellow tree

Each group needs: The following shapee pieces:

4 red/4 yellow		4 red/4 yellow	
2 red/2 yellow		2 red/2 yellow	
4 red/4 yellow		2 red/ 2 yellow	

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to the dog in picture book.	A DOG		
2. Points to the shapee dog in the picture book.	A DOG		
3. Points to A-1 and B-1; holds up a dog.	MAKE A RED DOG.		They do it.
4. Points to A-2 and B-2; holds up a dog.	MAKE A YELLOW DOG.		They do it.
*5. Points to A-1 and B-1.	MAKE A RED BIRD.		They do it.
6. Points to A-2 and B-2.	MAKE A YELLOW BIRD.		They do it.
7. Points to A-1 and B-1.	MAKE A RED TREE.		They do it.
8. Points to A-2 and B-2.	MAKE A YELLOW TREE.		They do it.
9. Tells A-1 to stand; points to him.	YOU	YOU	They (A-2, B-1, and B-2) point at A-1.
10. Points to A-1.	YOU	YOU	They point at A-1, as above.
11. Points to A-1.	YOU	YOU	They point at A-1.

*The teacher should not need to hold up a well-known object when asking the class to "MAKE A..."

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Acts out or translates "need."	NEED	NEED	
13.	Acts out "need."	NEED	NEED	
14.	Acts out "need."		NEED	
15.	Points to A-1.	YOU NEED A RED DOG.	(A-2, B-1, and B-2 say) YOU NEED A RED DOG.	A-2, B-1, and B-2 point to A-1; A-1 takes a red dog.
16.	Gives A-1 the picture card, matching it with the object.			
17.	Points to B-1, holds up a red bird.	YOU NEED A RED BIRD.	(A-1, A-2, and B-1 say) YOU NEED A RED BIRD.	A-1, A-2, and B-2 point to B-1; B-1 takes a red bird.
18.	Points to A-2; holds up a yellow tree.		(A-1, B-1, and B-2 say) YOU NEED A YELLOW TREE.	A-2 takes it.
19.	Points to B-2, holds up a yellow dog.		(A-1, A-2, and B-1 say) YOU NEED A YELLOW DOG.	B-2 takes it.
20.	Points to A-1; holds up a red dog.		(A-2, B-1, and B-2 say) YOU NEED A RED DOG.	A-1 takes it.
21.	Points to B-1; holds up a red tree.		(A-1, A-2, and B-2 say) YOU NEED A RED TREE.	B-1 takes it.
22.	Points to A-2; holds up a yellow tree.		(A-1, B-1, and B-2 say) YOU NEED A YELLOW TREE.	A-2 takes it.
23.	Points to B-2.	YOU NEED A RED BIRD.	(A-1, A-2, and B-1 say) YOU NEED A RED BIRD.	B-2 takes it.

#21

COMMUNICATION ACTIVITY

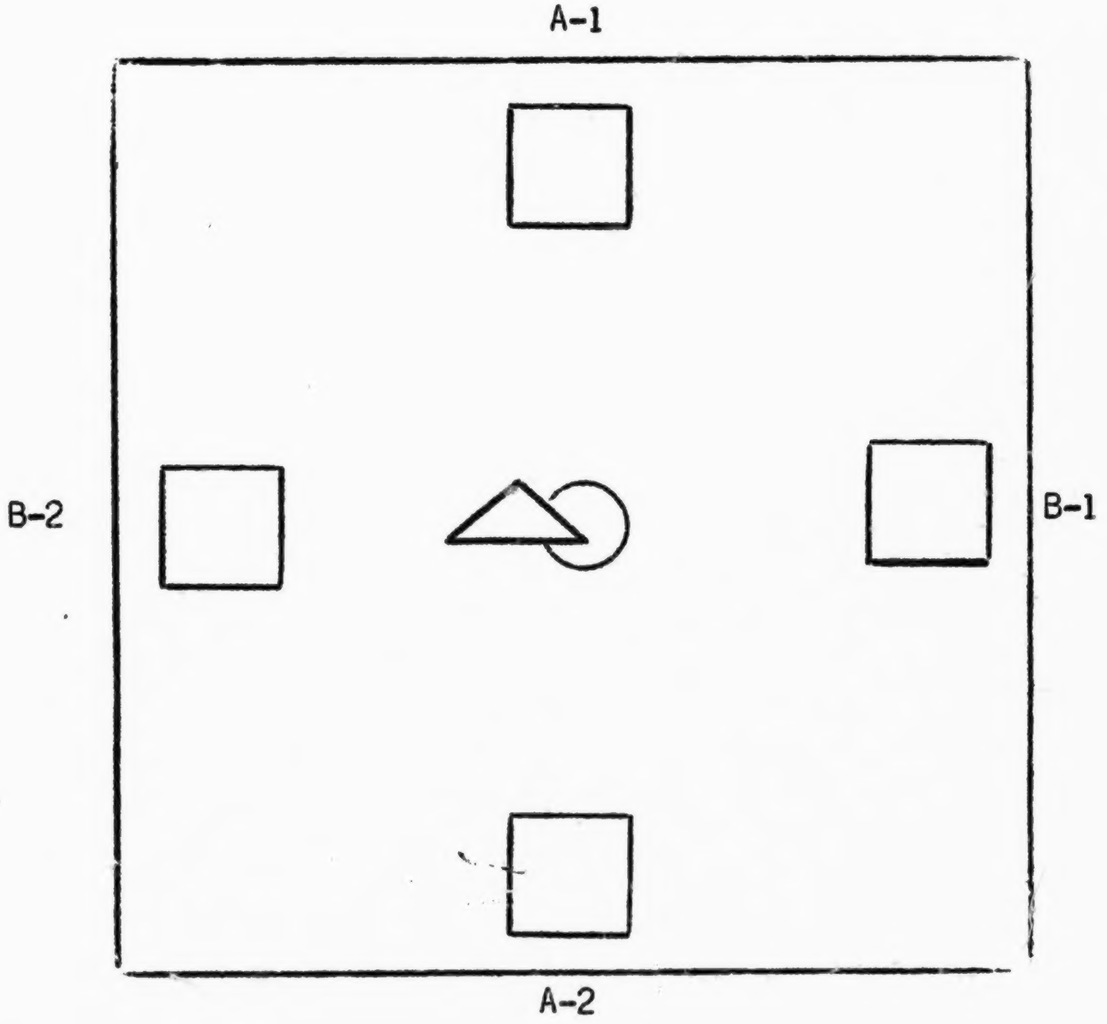
Materials needed: 1) The shapee objects made in the Presentation.

2) The following picture cards dealt to the pupils, face down, two to each pupil.

a red dog
a red bird (2)
a red tree
a yellow dog
a yellow bird
a yellow tree (2)

Aim: For a team to match its four cards with four objects.

Starting Position:



Description of Play:

A-1: Takes one of A-2's cards and looks at it (a red dog).
He says: YOU NEED A RED DOG.
A-2 takes a red dog.
A-1 gives him the card.
The card and object match. A-2 puts the object on the card.

*B-1: Takes one of B-2's cards (a yellow bird).
He says: YOU NEED A YELLOW BIRD.
B-2 takes a yellow dog.
B-1 gives him the card. The card and the object do not match.
B-2 turns the card over (face down) and the object is returned to the pile.

A-2: Takes one of A-1's cards and looks at it (a yellow tree).
He says: YOU NEED A YELLOW TREE.
A-1 takes a yellow tree.
A-2 gives him the card.
The card and object match. A-1 puts the object on the card.

B-2: Takes one of E-1's cards and looks at it (a yellow dog).
He says: YOU NEED A YELLOW DOG.
B-1 takes a yellow dog.
B-2 gives him the card.
The card and object match. B-1 puts the object on the card.

*A mistake has been included in this description.

UNIT #22

Pattern:	I	NEED	A	RED	DOG.
	YOU			YELLOW	BIRD
					TREE

Teaching Point:

The Presentation introduces "I," (a subject pronoun).

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PRESENTATION

Teacher needs: 1) The following pictures in the picture book:

a dress
a hat
a shapee dress
a shapee hat

2) The following shapee objects:

a yellow dog
a yellow bird
a yellow tree
a red dog
a red bird
a red tree

Each group needs the shapee objects from Unit #21:

a yellow dog
a yellow bird
a yellow tree
a red dog
a red bird
a red tree

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	TAKE A RED DOG.		A-1 does it.
2.	Points to B-1	TAKE A RED BIRD.		B-1 does it.
3.	Points to A-2.	TAKE A RED TREE.		A-2 does it.
4.	Points to B-2.	TAKE A YELLOW DOG.		B-2 does it.
5.	Points to A-1.	TAKE A YELLOW BIRD.		A-1 does it.
6.	Points to B-1.	TAKE A YELLOW TREE.		B-1 does it.
7.	Points to himself.			Each person points to himself.
8.	Points to himself.			Each person points to himself.
9.	Points to himself.			Each person points to himself.
10.	Points to A-1; holds up a yellow dog.	SAY: I NEED A YELLOW DOG.	I NEED A YELLOW DOG.	A-2 gives it to A-1.
11.	Points to B-1; holds up a yellow bird.	SAY: I NEED A YELLOW BIRD.	I NEED A YELLOW BIRD.	B-2 gives it to B-1.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Points to A-2; holds up a yellow tree.	SAY: I NEED A YELLOW TREE.	I NEED A YELLOW TREE.	A-1 gives it to A-2.
13.	Points to B-2; holds up a red dog.	SAY: I NEED A RED DOG.	I NEED A RED DOG.	B-1 gives it to B-2.
14.	Points to A-1; holds up a red bird.	SAY: I NEED A RED BIRD.	I NEED A RED BIRD.	A-2 gives it to A-1.
15.	Points to B-1; holds up a red tree.	SAY: I NEED A RED TREE.	I NEED A RED TREE.	B-2 gives it to B-1.
16.	Points to A-2; holds up a yellow bird.	SAY:	(A-2 says) I NEED A YELLOW BIRD.	A-1 gives it to A-2.
17.	Points to B-2; holds up a red dog.	SAY:	I NEED A RED DOG.	B-1 gives it to B-2.
18.	Points to A-1; holds up a red tree.	SAY: YOU NEED A RED TREE.	YOU NEED A RED TREE.	A-2 takes it.
19.	Points to B-1; holds up a yellow tree.	SAY: YOU NEED A YELLOW TREE.	YOU NEED A YELLOW TREE.	B-2 takes it.
20.	Points to A-2; holds up a red bird.	SAY: YOU NEED A RED BIRD.	YOU NEED A RED BIRD.	A-1 takes it.
21.	Points to B-2; holds up a yellow bird.	SAY: YOU NEED A YELLOW BIRD.	YOU NEED A YELLOW BIRD.	B-1 takes it.
22.	Points to himself.	I NEED A RED BIRD.	I NEED A RED BIRD.	Each person points to himself.
23.	Points away.	YOU NEED A RED BIRD.	YOU NEED A RED BIRD.	Each person points to his partner.

#22

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) The following picture cards (Set #1) mixed and face down on the table.

a red dog
a red bird
a red tree

a yellow dog
a yellow bird
a yellow tree

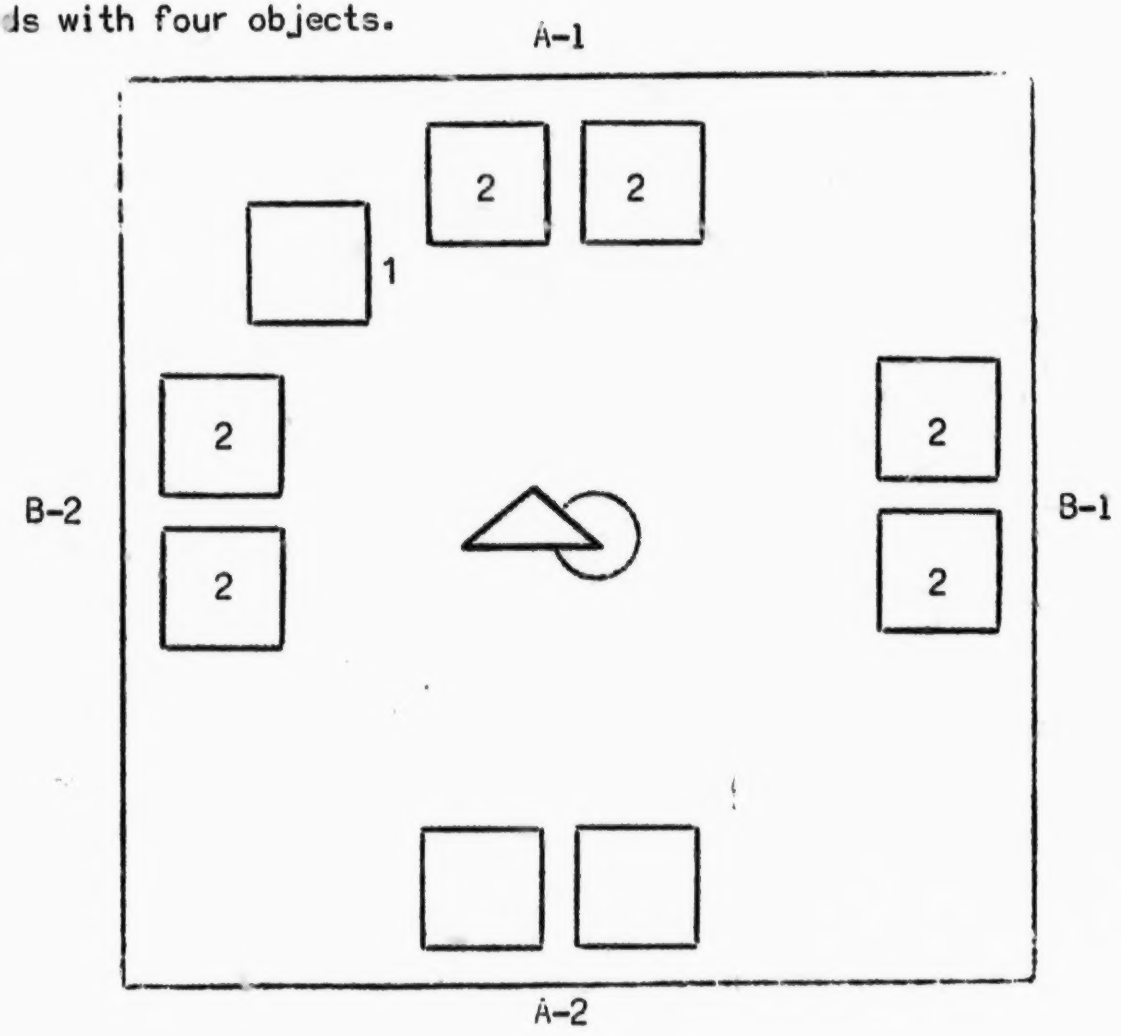
3) The following picture cards (Set #2) dealt to the pupils, face up, two to each pupil.

a red dog (2)
a red bird (2)
a red tree (2)

a yellow dog (2)
a yellow bird (2)
a yellow tree (2)

Aim: For a team to match its four cards with four objects.

Starting Position:



#22

Description of Play:

A-1: Take a Set #1 card (a red dog).
A-2 has the matching Set #2 card.
A-1 says: YOU NEED A RED DOG.
A-2 takes a red dog.
The object, the Set #1 and Set #2 cards match.
A-2 puts his object on his card. The Set #1 card is returned to the pack.

B-1: Takes a Set #1 card (a yellow tree).
Neither he nor B-2 has the matching Set #2 card. He returns it to the pack.
He takes another card (a yellow bird). He has the matching Set #2 card.
He says: I NEED A YELLOW BIRD.
B-2 gives him the yellow bird.
The object, the Set #1 and Set #2 cards match.
B-1 puts his objects on his card. The Set #1 card is returned to the pack.

*A-2: Takes a Set #1 card (a red dog). He has the matching Set #2 card.
He says: I NEED A RED DOG.
A-1 gives him a red bird.
The object does not match the Set #1 card.
The object is returned to the pile. The Set #1 card is returned to the pack.

B-2: Takes a Set #1 card (a yellow dog).
B-1 has the matching Set #2 card.
B-2 says: YOU NEED A YELLOW DOG.
B-1 takes a yellow dog.
The object, the Set #1 and Set #2 cards match.
B-1 puts his object on his card. The Set #1 card is returned to the pack.

UNIT #23

Pattern:	WE	NEED	ONE	STICK (S).
			TWO	
			THREE	
			FOUR	

Teaching Points:

1. The Presentation teaches "we" (a new subject pronoun).

2. The activity emphasizes counting, and can be re-played if the pupils have any difficulty with numbers.

3. To introduce "we," take A-1's hand, point it to himself and A-2, and say SAY: WE, then SAY: WE NEED TWO STICKS, indicating that A-2 should respond. It is important to teach this well, to distinguish "we" from "us." (When A-1 says GIVE US..., B-1 responds.)
(When A-1 says WE NEED..., A-2 responds.)

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#23

PRESENTATION

Teacher needs: The following shapee object:

a red shapee stick

Each groups needs: The following shapee pieces:

16 red ▭

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to the stick in the picture book.	A STICK	A STICK	
2.	Points to the shapee stick in the picture book.	A STICK	A STICK	
3.	Holds up a red shapee stick.	A STICK.	A STICK	
4.	Holds up a red shapee stick.	TAKE FOUR STICKS.		They do it, and show the objects.
5.	Points to A-1 and B-2; acts out "changing places."	A-1 AND B-2 CHANGE PLACES.		They do it.
6.	Stands by the demonstration group; points to A-1; acts out "we."	SAY: WE	WE	A-1 Points to himself and to his partner.
7.	Points to B-1; acts out "we."	SAY: WE	WE	B-1 points to himself and to his partner.
8.	Points to A-1; acts out "we."	SAY: WE NEED TWO STICKS.	WE NEED TWO STICKS.	A-2 takes two sticks for the team.
9.	Points to B-1; acts out "we."	SAY: WE NEED A STICK.	WE NEED A STICK.	B-2 takes a stick for the the team.
10.	Points to A-2; acts out "we."	SAY: WE NEED THREE STICKS.	WE NEED THREE STICKS.	A-1 takes three sticks for the team.
11.	Points to B-2; acts out "we."	SAY: WE NEED FOUR STICKS.	WE NEED FOUR STICKS.	B-1 takes four sticks for the team.

12. Writes 1, 1, 2, 2 on the board. Points to 1 and 2.	WE NEED THREE STICKS.
13. Points to 1 and 1.	WE NEED TWO STICKS.
14. Points to 2 and 2.	WE NEED FOUR STICKS.
15. Points to 1.	WE NEED ONE STICK.
16. Points to 2.	WE NEED TWO STICKS.
17. Points to 1 and 1.	WE NEED TWO STICKS.

#23

COMMUNICATION ACTIVITY

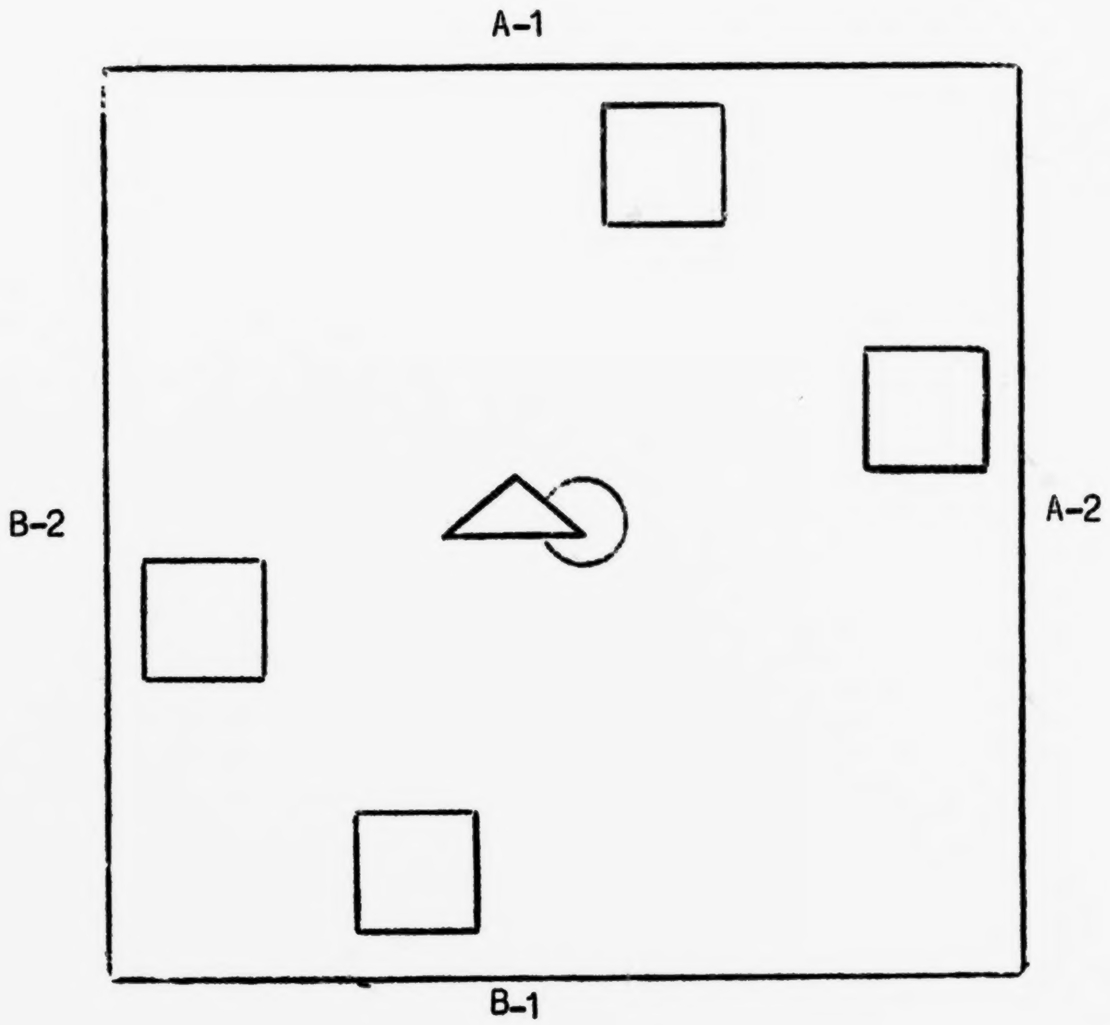
Materials needed: 1) The shapee objects used in the Presentation.

2) The following picture cards dealt to the pupils, face down, four to each pupil.

1 red stick (5)
2 red sticks (6)
Blank cards (5)

Aim: For a team to get as many sticks as possible. The game is over when no sticks remain on the table.

Starting Position:



#23

Description:

A-1: Takes a card from his pack, and a card from A-2's pack (1 stick/2 sticks).
He says: WE NEED THREE STICKS.
A-2 takes three sticks for the team. The objects and the cards match.
The A team keeps the sticks and puts the cards under their packs.

*B-1: Takes a card from his pack, and a card from B-2's pack (2 sticks/blank card).
He says: WE NEED TWO STICKS.
B-2 takes three sticks for the team. The objects do not match the cards.
B-1 puts the cards under their packs.
The objects are returned to the table.

A-2: Takes a card from his pack, and a card from A-1's pack (2 sticks/2 sticks).
He says: WE NEED FOUR STICKS.
A-1 takes four sticks for the team.
The objects and the cards match.
The A team keeps the sticks, and puts the cards under their packs.

B-2: Takes a card from his pack, and a card from B-1's pack (1 stick/1 stick).
He says: WE NEED TWO STICKS.
B-1 takes two sticks for the team. The objects and the cards match.
The B team keeps the sticks, and puts the cards under their packs.

* A mistake has been included in this description.

UNIT #24

Pattern:	WE	NEED	A	RED	BIRD	AND	A	RED	BALL.
	YOU			BLUE	FISH				HOUSE

Teaching Point:

When acting out "you," note that this is the plural "you," rather than the singular, which has been used until now. Therefore, be sure that when A-1 practices "you," he is pointing to the B team.

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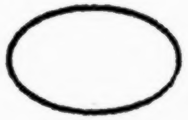
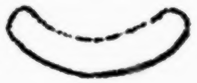
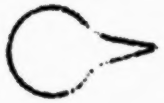
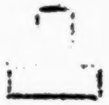
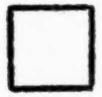
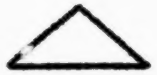
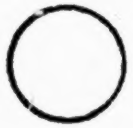
#24

PRESENTATION

Teacher needs: The following shapee objects:

a blue fish
a blue house
a blue ball
a blue bird
a red fish
a red house
a red ball
a red bird

Each group needs: The following shapee pieces:

4 red/4 blue 
4 red/4 blue 
4 red/4 blue 
4 red/4 blue 
4 red/4 blue 
4 red/4 blue 
8 red/8 blue 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1; holds up a red house.	MAKE A RED HOUSE.		A-1 does it.
2. Points to B-1; holds up a blue house.	MAKE A BLUE HOUSE.		B-1 does it.
3. Points to A-2; holds up a red fish.	MAKE A RED FISH.		A-2 does it.
4. Points to B-2; holds up a blue fish.	MAKE A BLUE FISH.		B-2 does it.
5. Points to A-1; holds up a blue ball.	TAKE A BLUE BALL.		A-1 does it.
6. Points to B-1, holds up a red ball.	TAKE A RED BALL.		B-1 does it.
7. Points to A-2; holds up a blue bird.	MAKE A BLUE BIRD.		A-2 does it.
8. Points to B-2; holds up a red bird.	MAKE A RED BIRD.		B-2 does it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9.	Points to A-2 and B-1; acts out "changing places."	A-1 AND B-2 CHANGE PLACES.		They do it.
10.	Points to A-1; holds up a red bird and a blue house.	SAY: WE NEED A RED BIRD AND A BLUE HOUSE.	WE NEED A RED BIRD AND A BLUE HOUSE.	A-2 takes the objects for the team.
11.	Points to B-1; holds up a blue bird and a blue ball.	SAY: WE NEED A BLUE BIRD AND A BLUE BALL.	WE NEED A BLUE BIRD AND A BLUE BALL.	B-2 takes the objects for the team.
12.	Points to A-2; holds up a red house and a red fish.	SAY: WE NEED A RED HOUSE AND A RED FISH.	WE NEED A RED HOUSE AND A RED FISH.	A-1 takes the objects for the team.
13.	Points to B-2; holds up a blue house and a red bird.	SAY: WE NEED A BLUE HOUSE AND A RED BIRD.	WE NEED A BLUE HOUSE AND A RED BIRD.	B-1 takes the objects for the team.
14.	Points to A-1; holds up a blue bird and a blue ball.	SAY: YOU NEED A BLUE BIRD AND A BLUE BALL.	YOU NEED A BLUE BIRD AND A BLUE BALL.	
15.	Stands by the demonstration group. Points to B-1; acts out "take."			B-1 takes the objects for his team.
16.	Holds up a blue ball; acts out "we."			Point to themselves and their partners.
17.	Holds up a blue ball; acts out "you."	YOU NEED A BLUE BALL.	YOU NEED A BLUE BALL.	Points to the opposite team.
18.	Points to B-1; holds up a red fish and a red house.	YOU NEED A RED FISH AND A RED HOUSE.	YOU NEED A RED FISH AND A RED HOUSE.	A-1 takes the objects for his team.
19.	Points to A-2; holds up a blue fish and a red house.	YOU NEED A BLUE FISH AND A RED HOUSE.	YOU NEED A BLUE FISH AND A RED HOUSE.	B-2 takes the objects for his team.
20.	Points to B-2; holds up a blue fish and a red ball.	YOU NEED A BLUE FISH AND A RED BALL.	YOU NEED A BLUE FISH AND A RED BALL.	A-2 takes the objects for his team.
21.	Holds up a red bird and a red house; acts out "we."		WE NEED A RED BIRD AND A RED HOUSE.	
22.	Holds up a blue bird and a blue house; acts out "you."		YOU NEED A BLUE BIRD AND A BLUE HOUSE.	

#24

COMMUNICATION ACTIVITY

Materials needed:

1) The shapee objects made during the Presentation.

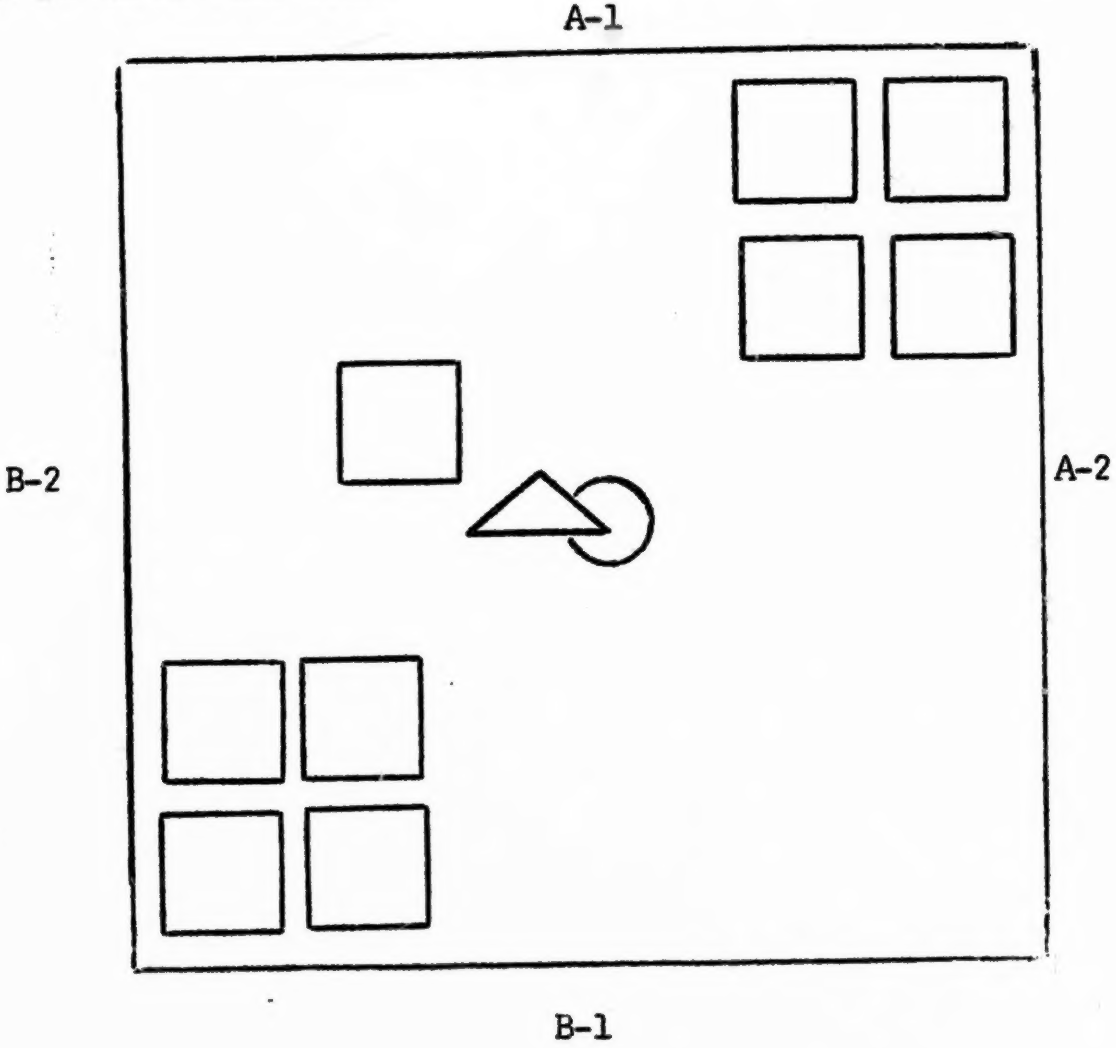
2) The following picture cards (Set #1), mixed and face down on the table.

   - a blue fish and a red ball
   - a blue fish and a red house
   - a red bird and a blue house
   - a blue bird and a blue ball
   - a red fish and a red house
   - a red bird and a red house
   - a blue bird and a red house
   - a blue house

3) Picture cards (Set #2), identical to Set #1, given face up to the A team and the B team (four each).

Aim: For a team to turn its Set #2 cards face down.

Starting Position:



Description of Play:

A-1: Takes a card from Set #1 (a red bird and a blue house).
His team has the matching Set #2 card.
He says: WE NEED A RED BIRD AND A BLUE HOUSE.
A-2 takes the objects and puts them on his team's card.
A-1 shows the Set #1 card. The objects match the card.
A-1 returns the objects and turns the card over.

*B-1: Takes a card from Set #1 (a blue house).
His team has the matching Set #2 card.
He says: YOU NEED A BLUE HOUSE.
B-2 takes the object.
B-1 shows the Set #1 card. The object does not match the card.
B-1 returns the object.

A-2: Takes a card from Set #1 (a blue bird and a red house).
The B team has the matching Set #2 card.
He says: YOU NEED A BLUE BIRD AND A RED HOUSE.
B-2 takes the objects and puts them on his team's card.
A-2 shows the Set #1 card. The objects match the card.
B-2 returns the objects and turns the card over.**

B-2: Takes a card from Set #1 (a blue bird and a blue house).
His team has the matching Set #2 card.
He says: WE NEED A BLUE BIRD AND A BLUE HOUSE.
B-1 takes the objects and puts them on his team's card.
B-2 shows the Set #1 card. The objects match the card.
B-2 returns the objects and turns the card over.

* A mistake has been included in this description.

** Please note that in this activity, the teams are not competing against each other. A-2 has just helped B-2 to turn over the B team's card. The aim of the activity is to turn cards over, and the game is over when all the Set #2 cards are turned over.

UNIT #25

Pattern:	THEY	NEED	A	HOUSE (S).
			TWO	COAT (S)
			THREE	
			FOUR	

Teaching Points:

1. The Presentation teaches "they," (a new subject pronoun).
2. Attention should be called to the shift in pronunciation from (s) to (z) in the plural form of "house."

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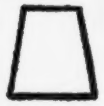
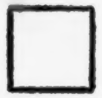
#25

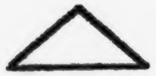
PRESENTATION

Teacher needs: The following shapee objects:
4 red houses
4 red coats

Each group needs: The following shapee pieces:

4 red 

4 red 

4 red 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		TAKE A RED COAT.		They do it.
2.		MAKE A RED HOUSE.		They do it.
3.	Points to A-1 and B-2; acts out changing places.	A-1 AND B-2 CHANGE PLACES.		They do it.
4.	Stands by A-1; points to the B team.	SAY: THEY	THEY	A-1 points to the B team.
5.	Stands by B-1; points to the A team.	SAY: THEY	THEY	B-1 points to the A team.
6.	Points to A-1; holds up 4 coats.	SAY: THEY NEED FOUR COATS.	THEY NEED FOUR COATS.	A-2 gives them to the B team.
7.	Points to B-1; holds up 3 coats.	SAY: THEY NEED THREE COATS.	THEY NEED THREE COATS.	B-2 gives them to the A team.
8.	Points to A-2; holds up 2 houses.	SAY: THEY NEED TWO HOUSES.	THEY NEED TWO HOUSES.	A-1 gives them to the B team.
9.	Points to B-2; holds up a house.	SAY: THEY NEED A HOUSE.	THEY NEED A HOUSE.	B-1 gives it to the A team.
10.	Points to A-1; holds up 3 houses.	SAY:	THEY NEED THREE HOUSES.	A-2 gives them to the B team.

UNIT #25

Pattern:	THEY	NEED	A	HOUSE (S).
			TWO	COAT (S)
			THREE	
			FOUR	

Teaching Points:

1. The Presentation teaches "they," (a new subject pronoun).
2. Attention should be called to the shift in pronunciation from (s) to (z) in the plural form of "house."

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TEACHER		CLASS	#25
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11. Points to B-1; holds up 2 houses.	SAY:	THEY NEED TWO HOUSES.	B-2 gives them to the A team.
12. Points to A-2; holds up a coat.	SAY:	THEY NEED A COAT.	A-1 gives it to the B team.
13. Points to B-2; holds up 4 coats.	SAY:	THEY NEED FOUR COATS.	B-1 gives them to the A team.

#25

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made during the Presentation.

2) The following picture cards, mixed and face down on the table (Set #1).

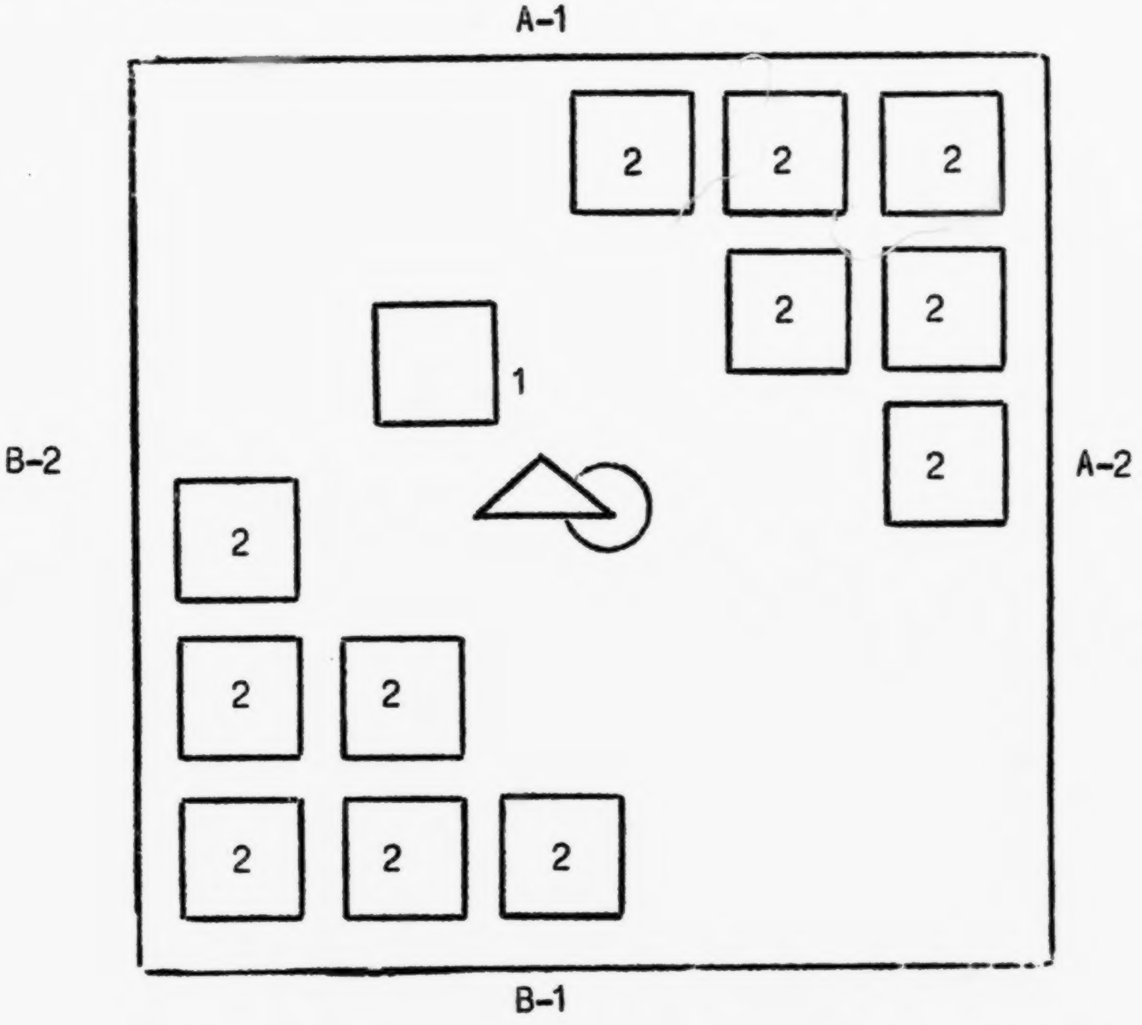
1 red house (2)
2 red houses
3 red houses (2)
4 red houses

1 red coat
2 red coats (2)
3 red coats
4 red coats (2)

3) Set #2 picture cards, identical to the Set #1 cards, and given face up to the A and B teams (6 to each team).

Aim: For each team to turn over all the other team's cards.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (3 houses).
The B team does not have the matching Set #2 card.
A-1 shows the card and returns it to the pack.
He takes another card (3 coats). The B team has the matching Set #2 card.
He says: THEY NEED THREE COATS.
A-2 gives them to the B team.
A-1 shows the card. The cards and the objects match.
A-1 turns over the B team's card, and returns the objects.

*B-1: Takes a card (2 coats).
The A team has the matching Set #2 card.
He says: THEY NEED TWO COATS.
B-2 gives four coats to the A team.
B-1 shows the card. The cards and the objects do not match.
B-1 returns the objects.

A-2: Takes a card (a house).
The B team has the matching Set #2 card.
He says: THEY NEED A HOUSE.
A-1 gives a house to the B team.
A-2 shows the card. The cards and the object match.
A-2 turns over the B team's card, and returns the object.

B-2: Takes a card (4 houses).
The A team has the matching Set #2 card.
He says: THEY NEED FOUR HOUSES.
B-1 gives them to the A team.
B-2 shows the card. The cards and the object match.
B-2 turns over the A team's card, and returns the objects.

* A mistake has been included in this description.

UNIT #26

Pattern:	WE	NEED	A	HOUSE(S).
	THEY		TWO	STICK(S)
			THREE	COAT(S)
			FOUR	

Teaching Point:

1. "We" and "they" are contrasted for the first time.
2. Act out "they" by standing between A-1 and A-2, and pointing away, to the B team. Then act out"we" by having A-1 point to himself and A-2, and A-2 point to himself and A-1.

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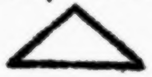
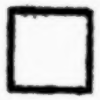
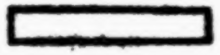
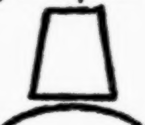
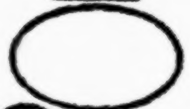
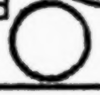
#26

PRESENTATION

Teacher needs the following shapee objects:

4 red houses
4 red sticks
4 red coats
4 red cars

Each group needs the following shapee pieces:

4 red 
4 red 
4 red 
4 red 
4 red 
16 red 

TEACHER			CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a long red stick and a red coat.	TAKE A RED STICK AND A RED COAT.		They do it.
2.		MAKE A RED HOUSE.		They do it.
3.		MAKE A RED CAR.		They do it.
4.	Points to A-1 and B-2; acts out "changing places."	A-1 AND B-2 CHANGE PLACES		They do it.
5.	Points to A-1; acts out "we."	SAY: WE NEED A STICK.	WE NEED A STICK.	A-2 takes the object for the team.
6.	Points to B-1.	SAY: WE NEED TWO HOUSES	WE NEED TWO HOUSES.	B-2 takes the object for the team.
7.	Points to A-2; acts out "they."	SAY: THEY NEED THREE COATS.	THEY NEED THREE COATS.	A-1 gives the objects to the B team.
8.	Points to B-2; acts out "they."	SAY: THEY NEED TWO HOUSES.	THEY NEED TWO HOUSES.	B-1 gives the objects to the A team.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9. Points to A-1. Holds up a house, acts out "we."		WE NEED A HOUSE.	A-2 takes the object for the team.
10. Points to B-1. Holds up 3 sticks, acting out "they."		THEY NEED THREE STICKS.	B-2 gives the object to the A team.
11. Points to A-2. Holds up 2 coats, acting out "we."		WE NEED TWO COATS.	A-1 takes the object for the team.
12. Points to B-2. Holds up 3 houses, acting out "they."		THEY NEED THREE HOUSES.	B-1 takes the objects for the team.
13. Holds up 4 houses, acts out "we."		WE NEED FOUR HOUSES.	
14. Holds up a coat, acts out "we."		WE NEED A COAT.	
15. Holds up 2 coats, acts out "they."		THEY NEED TWO COATS.	
16. Holds up 3 sticks, acts out "they."		THEY NEED THREE STICKS.	
17. Holds up 2 cars, acts out "they."		THEY NEED TWO CARS.	

#26

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) The following picture cards (Set #1) mixed and face down on the table:

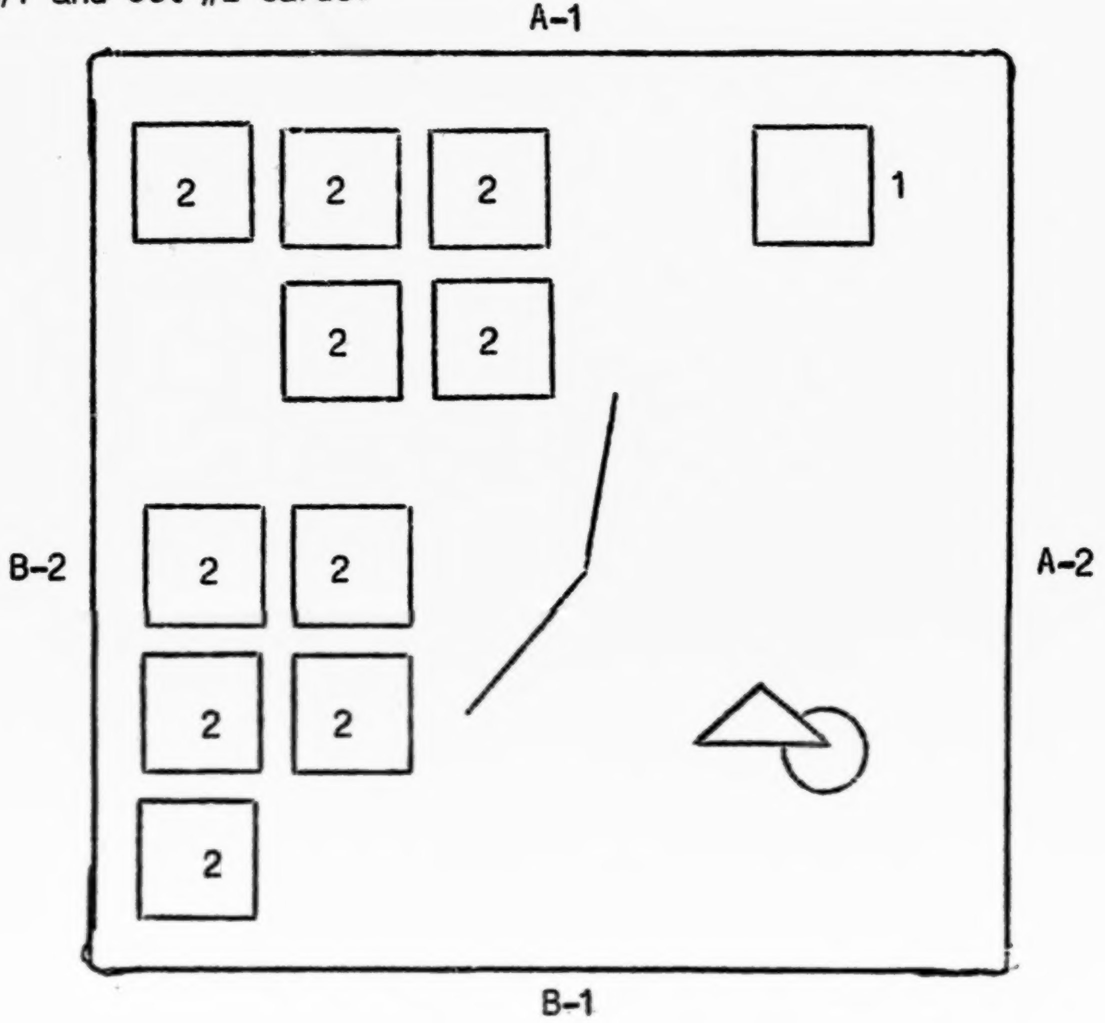
a red coat
2 red coats
3 red houses
1 red house
2 red sticks
1 red stick
3 red cars
4 red coats
4 red houses
3 red coats

3) Set #2 cards, identical to Set #1, mixed and dealt face up, 5 to each team.

4) A shield.

Aim: For a team to get matching Set #1 and Set #2 cards.

Starting Position:



Description of Play:

A-1: Takes a card from Set #1 (3 coats).
The A team has the matching Set #2 card.
He says: WE NEED THREE COATS.
A-2 gives the objects to A-1.
The Set #1 card, the Set #2 card and the objects match.
A-1 returns the objects and puts both cards aside for the team.

*B-2: Takes a card from Set #1 (4 houses).
The A team has the matching Set #2 card.
He says: THEY NEED FOUR HOUSES.
B-1 gives 4 houses to B-2.
B-2 does not have a matching card.
He returns the card and objects.

A-1: Takes a card from Set #1 (2 sticks).
The B team has the matching card.
He says: THEY NEED TWO STICKS.
A-2 gives the objects to B-2.
The cards and the object match.
A-1 returns the objects and puts both cards aside for the team.

A-1 and B-2 each speak twice. Then the activity is re-played, and A-2 and B-1 each speak twice.

*A mistake has been included in this step.

UNIT #27

Pattern: HE NEEDS A BIG DOG(S).
TWO LITTLE TREE(S).

Teaching Points:

1. The Presentation introduces: a) "he"
   b) the verb form for 3rd person singular (-s).

2. Save the objects for use in Units #28 and #29.

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#27

PRESENTATION

Teacher needs: 1) the following pages in the Picture Book:

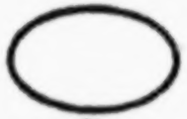
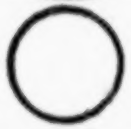
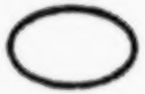
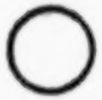
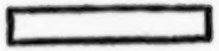
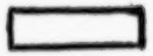
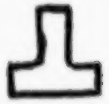
a boy   a shapee boy

2) the following shapee objects:

4 red big dogs   4 big red trees*
4 red little dogs   4 little red trees
1 red boy

*Make the big tree with a large oval and a short stick. There are insufficient long sticks for trees in this Unit.

Each group needs the following shapee pieces:

8 red 
1 red 
8 red 
9 red 
8 red 
16 red 
1 red 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to the boy in the Picture Book.	A BOY	A BOY	
2. Points to the shapee boy.	A BOY	A BOY	
3. Holds up the shapee boy.	A BOY	A BOY	
4. Points to A-1.	MAKE A BOY.		A-1 does it.
5. Holds up a big dog in one hand, a little dog in the other. Holds out the big dog.	MAKE A BIG DOG.		They do it.
6. Holds out the little dog.	MAKE A LITTLE DOG.		They do it.
7. Holds up a big tree in one hand, a little tree in the other. Holds out the big tree.	MAKE A BIG TREE.		They do it.
8. Holds out the little tree.	MAKE A LITTLE TREE.		They do it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9. Points to the boy in the picture book.			
10. Points to the shapee boy.	HE	HE	
11. Holds up a shapee boy.	HE	HE	
12. Points to A-1. Then holds up a big tree and the shapee boy.	SAY: HE NEEDS A BIG TREE.	HE NEEDS A BIG TREE.	A-2 gives it to the boy.
13. Points to B-1; holds up a big dog.	SAY: HE NEEDS A BIG DOG.	HE NEEDS A BIG DOG.	B-2 gives it to the boy.
14. Points to A-2; holds up a little tree.	SAY: HE NEEDS A LITTLE TREE.	HE NEEDS A LITTLE TREE.	A-1 gives it to the boy.
15. Points to B-2; holds up two little dogs.	SAY: HE NEEDS TWO LITTLE DOGS.	HE NEEDS TWO LITTLE DOGS.	B-1 gives them to the boy.
16. Points to A-1; holds up two big dogs.	SAY: HE NEEDS TWO BIG DOGS.	HE NEEDS TWO BIG DOGS.	A-2 gives them to the boy.
17. Points to B-1; holds up two little trees.	SAY: HE NEEDS TWO LITTLE TREES.	HE NEEDS TWO LITTLE TREES.	B-2 gives them to the boy.
18. Points to A-2; holds up a little tree.	SAY: HE NEEDS A LITTLE TREE.	HE NEEDS A LITTLE TREE.	A-1 gives it to the boy.
19. Points to B-2; holds up a big dog.	SAY: HE NEEDS A BIG DOG.	HE NEEDS A BIG DOG.	B-1 gives it to the boy.
20. Holds up a big tree.	SAY:	HE NEEDS A BIG TREE.	
21. Holds up a little tree.	SAY:	HE NEEDS A LITTLE TREE.	
22. Holds up two big dogs.	SAY:	HE NEEDS TWO BIG DOGS.	
23. Holds up two little trees.	SAY:	HE NEEDS TWO LITTLE TREES.	

#27

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) The following picture cards (Set #1) mixed and face down on the table.

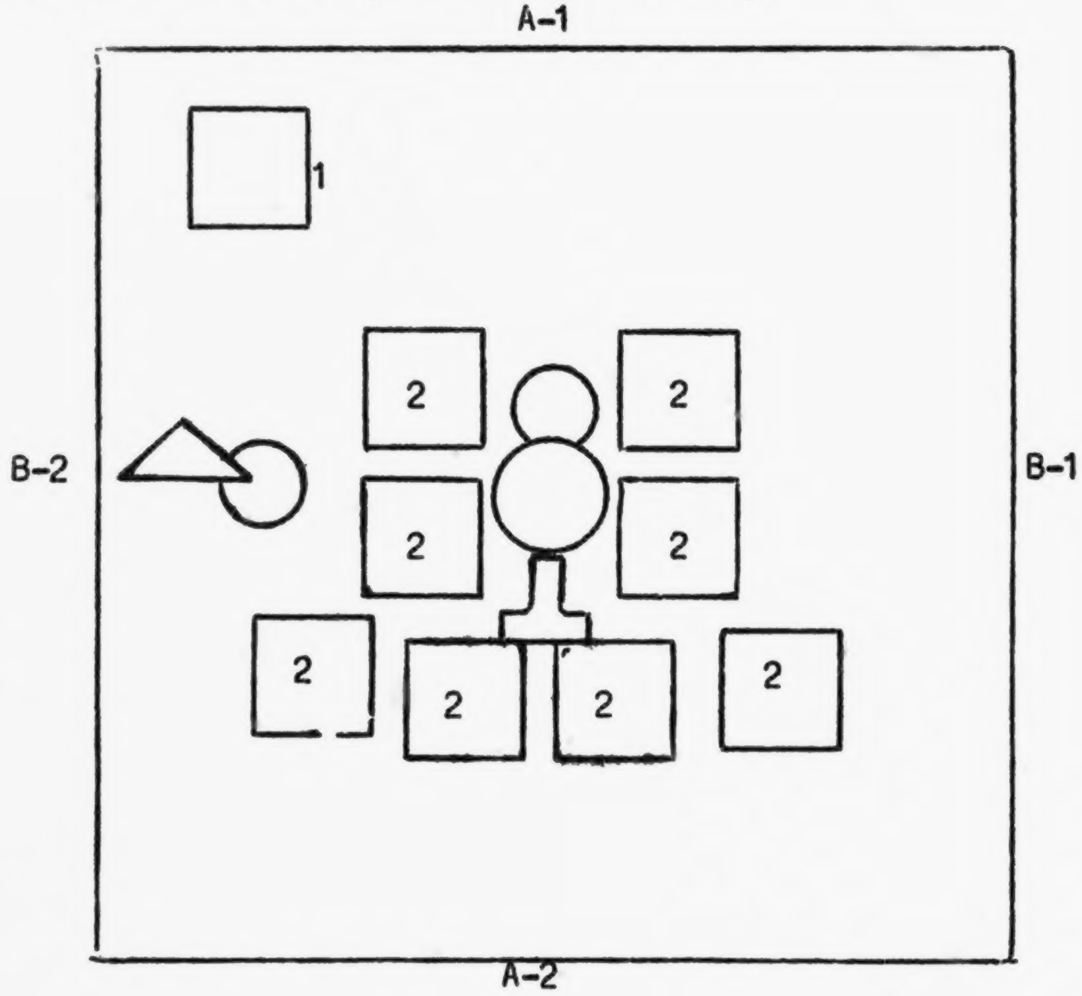
a big dog
two big dogs
a big tree
two little dogs
a little tree
two little trees

3) The following picture cards (Set #2) placed face up around the shapee boy.

a big dog (2)
two big dogs (2)
a big tree
two little dogs
a little tree
two little trees

Aim: To turn over Set #2 cards. The teams do not compete in this activity.

Starting Position:



Description of Play:

A-1: Takes a card from Set #1 (two little trees)
The shapee boy has a matching card.
He says: HE NEEDS TWO LITTLE TREES.
A-2 puts the objects on the card near the shapee boy.
The objects and the two cards match. The Set #2 card is turned over.
A-1 puts the objects in the center of the table and returns the set #1 to the pack.

B-1: Takes a card from Set #1 (two little dogs).
The shapee boy has a matching card.
He says: HE NEEDS TWO LITTLE DOGS.
B-2 puts the objects on the card near the shapee boy.
The objects and the two cards match. The Set #2 card is turned over.
B-1 puts the objects in the center of the table, and returns the Set #1 card to the pack.

*A-2: Takes a card from Set #1 (two little trees).
The shapee boy does not have a matching card.
A-2 says: HE NEEDS TWO LITTLE TREES.
A-1 puts two little dogs on the matching card near the shapee boy.
The objects do not match both cards.
A-1 returns the objects and the Set #1 card to their former positions.

B-2: Takes a card from Set #1 (a little tree).
The shapee boy has a matching card.
He says: HE NEEDS A LITTLE TREE.
B-1 puts the object on the card near the shapee boy.
The object and the two cards match. The Set #2 card is turned over.
B-1 puts the object in the center of the table, and returns the set #1 card to the pack.

* A mistake has been included in this description.

UNIT #28

Pattern:	HE	NEEDS	A	BIG	DOG(S).
	SHE		TWO	LITTLE	TREE(S)

Teaching Points:

1. The Presentation teaches "she" in contrast with "he."
2. Save the objects for use in Unit #29.

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#28

PRESENTATION

Teacher needs: 1) The following pictures in the Picture Book:

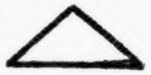
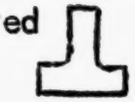
a girl a shapee girl

2) The following shapee objects:

2 big red dogs 2 little red dogs a red girl
2 big red trees 2 little red trees a red boy

Each group needs: 1) The shapee objects used in #27.

2) The following shapee pieces:

1 red 1 red  1 red 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to the girl in the Picture Book.	A GIRL	A GIRL	
2.	Points to the shapee girl.	A GIRL	A GIRL	
3.	holds up a shapee girl.		A GIRL	
4.	Points to A-1; holds up the shapee girl.	MAKE A GIRL.		A-1 does it.
5.	Points to B-1.	TAKE A BOY		B-1 does it.
6.		TAKE A BIG DOG		They do it.
7.		TAKE A LITTLE DOG.		They do it.
8.		TAKE A BIG TREE.		They do it.
9.		TAKE A LITTLE TREE.		They do it.
10.	Holds up a boy in one hand, a girl in the other.	HE SHE	HE SHE	
11.	Points to the shapee girl.	SHE	SHE	
12.	Points to A-1, indicates that he should hold up the shapee girl.			A-1 holds up the girl.

#28

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
13. Points to A-1; holds up the big tree.	SAY: SHE NEEDS A BIG TREE.	SHE NEEDS A BIG TREE.	A-2 gives it to her. (the shapee girl).
14. Points to B-1; holds up two little dogs.	SAY: SHE NEEDS TWO LITTLE DOGS.	SHE NEEDS TWO LITTLE DOGS.	B-2 gives them to her.
15. Points to A-2; holds up two big dogs.	SAY: SHE NEEDS TWO BIG DOGS.	SHE NEEDS TWO BIG DOGS.	A-1 gives them to her.
16. Points to B-2; holds up a big tree.	SAY: SHE NEEDS A BIG TREE.	SHE NEEDS A BIG TREE.	B-1 gives it to her.
17. Points to A-1; holds up a little tree.	SAY:	SHE NEEDS A LITTLE TREE.	A-2 gives it to her.
18. Points to B-1; holds up two little dogs.	SAY:	SHE NEEDS TWO LITTLE DOGS.	B-2 gives them to her.
19. Points to A-1; holds up the boy.	HE NEEDS TWO BIG DOGS.	HE NEEDS TWO BIG DOGS.	A-2 gives them to him.
20. Points to B-1; holds up the boy.	HE NEEDS A LITTLE TREE.	HE NEEDS A LITTLE TREE.	B-2 gives it to him.
21. Points to A-2; holds up the boy.	HE NEEDS A BIG DOG.	HE NEEDS A BIG DOG.	A-1 gives it to him.
22. Points to B-2; holds up the boy.	HE NEEDS TWO LITTLE TREES.	HE NEEDS TWO LITTLE TREES.	B-1 gives them to him.
23. Holds up two big dogs and the girl.		SHE NEEDS TWO BIG DOGS.	
24. Holds up two little dogs and the boy.		HE NEEDS TWO LITTLE DOGS.	
25. Holds up a big tree and the girl.		SHE NEEDS A BIG TREE.	

#28

COMMUNICATION ACTIVITY

Materials needed:

1) The shapee objects made in Unit #27.

2) The following picture cards (Set #1) mixed and face down on the table.

   a big dog
   a big tree
   a little tree
   2 big dogs
   2 little dogs
   2 little trees

3) The following picture cards (Set #2) mixed and distributed face up, five to the shapee boy and five to the shapee girl.

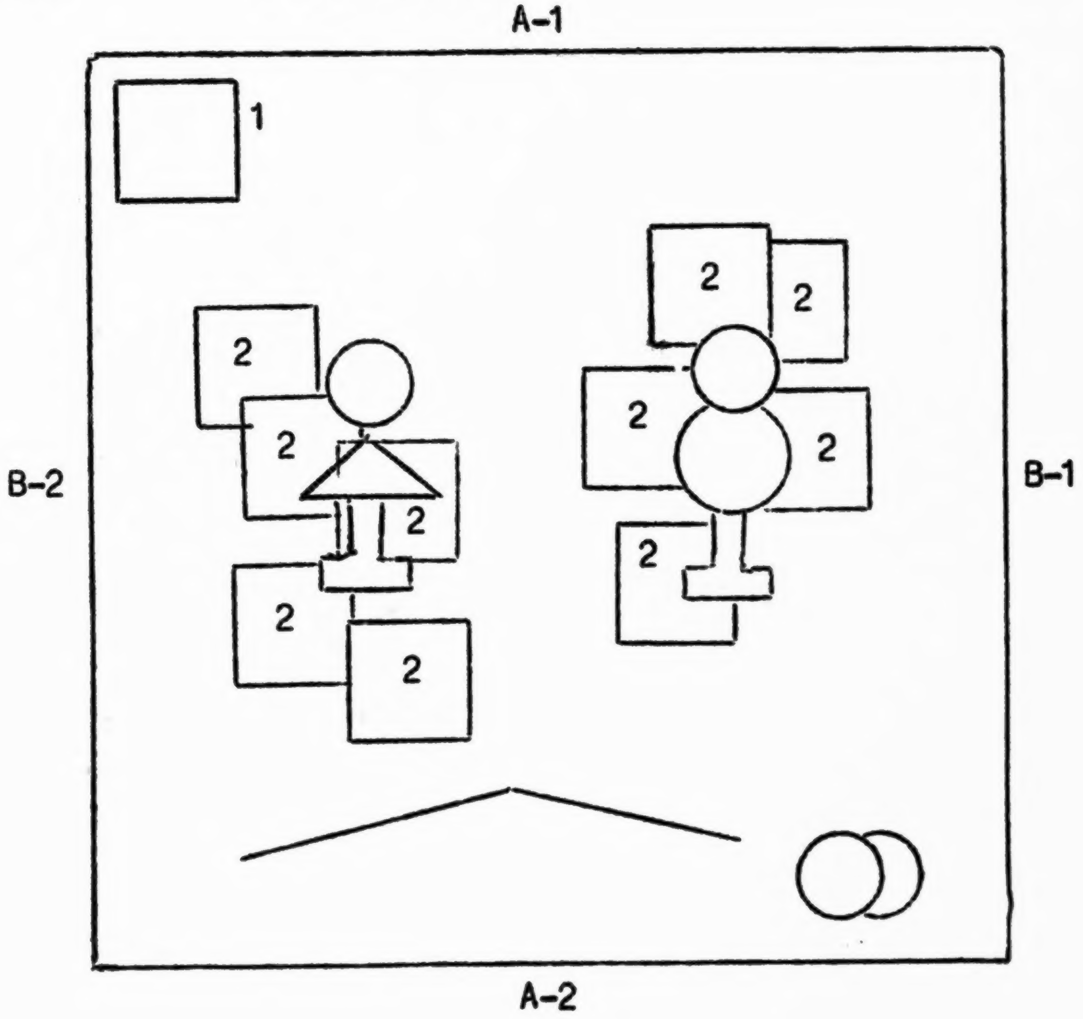
   a big dog (2)
   a big trees(2)
   a little tree (2)
   2 big dogs (2)
   2 little dogs
   2 little trees

4) A shield

5) Counters

Aim: For a team to get counters.

Starting Position: The shield is always placed in front of the person being spoken to; after each move the shield is moved.



Description of Play:

A-1: Takes a card from Set #1 (a big dog).
The girl has a matching Set #2 card.
A-1 says: SHE NEEDS A BIG DOG.
A-2 puts a big dog near the girl.
The object, the Set #1 card, and one of the girl's Set #2 cards match.
A-1 returns the object to the table, and the Set #1 card to the pack.
He takes a counter for the team.

B-1: Takes a card from Set #1 (two big dogs).
The boy has a matching card.
B-1 says: HE NEEDS TWO BIG DOGS.
B-2 puts 2 big dogs near the boy.
The objects and the cards match.
B-1 returns the objects to the table, and the Set #1 card to the pack.
He takes a counter for the team.

*A-2: Takes a card from Set #1 (a little tree).
The boy has a matching card.
A-2 says: SHE NEEDS A LITTLE TREE.
A-1 puts a little tree near the girl.
The object does not match any of the girl's Set #2 cards.
A-1 returns the objects to the table, and the Set #1 card to the pack.

B-2: Takes a card from Set #1 (two little trees).
B-2 says: HE NEEDS TWO LITTLE TREES.
B-1 puts 2 little trees near the boy.
The objects and the cards match.
B-1 returns the objects to the table, and the Set #1 card to the pack.
He takes a counter for the team.

* A mistake has been included in this description.

UNIT #29

Pattern:	I YOU HE SHE	NEED (S)	A TWO	BIG LITTLE	TREE (S). DOG (S)

Teaching Points:

1. This Unit moves to a realistic use of "he" and "she."

2. For the first time all the singular personal pronouns appear in contrast. In the Presentation, each pupil will use "he" or "she" depending on the person to whom he or she is speaking. Extra practice may be needed to make sure the pupils are making the proper choice.

   If you do not have a mixed class, you will not use the "he"/"she" contrast. You will only contrast "I"/"you" and "he" or "she."

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PRESENTATION

Teacher needs: 1) The following pictures in the picture book:

a boy   a girl

2) The following shapee objects:

2 big dogs   2 big trees
2 little dogs   2 little trees

Each group needs the following shapee objects (used in Units #27 and #28):

4 big red dogs
4 little red dogs
4 big red trees
4 little red trees

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		TAKE A BIG DOG.		They do it.
2.		TAKE A LITTLE DOG.		They do it.
3.		TAKE A BIG TREE.		They do it.
4.		TAKE A LITTLE TREE.		They do it.
5.	Points to A-1; holds up a big dog.	SAY: YOU NEED A BIG DOG.	YOU NEED A BIG DOG.	A-2 takes it.
6.	Points to B-1; holds up a little tree.	SAY: YOU NEED A LITTLE TREE.	YOU NEED A LITTLE TREE.	B-2 takes it.
7.	Points to A-2; holds up a big tree.	SAY: I NEED A BIG TREE.	I NEED A BIG TREE.	A-1 gives it to A-2.
8.	Points to B-2; holds up two big dogs.	SAY: I NEED TWO BIG DOGS.	I NEED TWO BIG DOGS.	B-1 gives them to B-2.
9.	Points to A-1, then to B-1.	SAY: HE NEEDS TWO LITTLE DOGS.*	HE NEEDS TWO LITTLE DOGS.	A-2 gives them to B-1.

*Teacher says "he" or "she" depending on the pupil in the demonstration group to whom he is pointing.

TEACHER		CLASS	
DOESKTHIS	SAYS THIS	SAYS THIS	DOES THIS
10. Points to B-1; then to A-2.	SAY: SHE NEEDS A BIG TREE*	SHE NEEDS A BIG TREE.	B-2 gives it to A-2.
11. Points to A-2.	SAY: YOU NEED TWO LITTLE TREES.	YOU NEED TWO LITTLE TREES.	A-1 takes them.
12. Points to B-2, then to A-2.	SAY: SHE NEEDS A BIG TREE.	SHE NEEDS A BIG TREE.	B-1 gives it to A-2.
13. Holds up two little dogs; points to picture of boy.		HE NEEDS TWO LITTLE DOGS.	
14. Holds up two big dogs; points to picture of girl.		SHE NEEDS TWO BIG DOGS.	
15. Holds up a big tree; acts out "I."		I NEED A BIG TREE.	
16. Holds up a little tree; acts out "you."		YOU NEED A LITTLE TREE.	

* Teacher says "he" or "she" depending on the pupil in the demonstration group to whom he is pointing.

#29

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in Unit #27.

2) The following picture cards (Set #1) mixed and face down on the table.

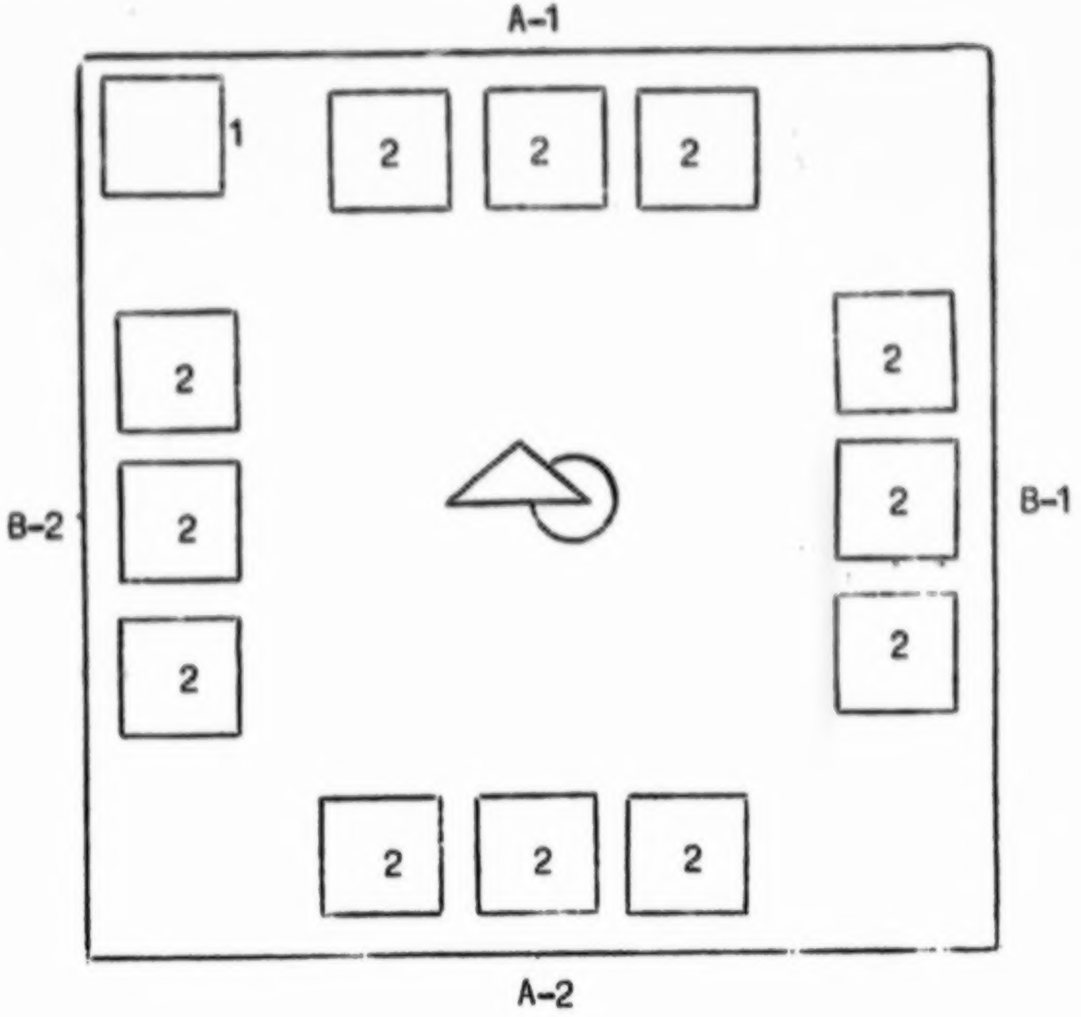
a big dog (1)
2 big dogs (1)
a big tree (1)
2 little dogs (1)
a little tree (1)
two little trees (1)

3) The following picture cards (Set #2) mixed and distributed face up, three in front of each pupil.

a big dog (2)
2 big dogs (2)
a big tree (2)
two little dogs (2)
a little tree (2)
2 little trees (2)

Aim: To turn over Set #2 card.

Starting Position:



Description of Play:

A-1: Takes a card from Set #1 (a big tree).
Both matching cards are in front of B-1.
He says: HE NEEDS A BIG TREE.*
A-2 gives a big tree to B-1.
The object and the cards match.
A-1 returns the object to the center of the table and turns over B-1's card.

B-1: Takes a card from Set #1 (two little dogs).
B-1 and A-2 have a matching card.
He says: I NEED TWO LITTLE DOGS.**
B-2 gives them to B-1.
The objects and the cards match.
B-1 returns the objects to the center of the table and turns over his card.

***A-2: Takes a card from Set #1 (two little dogs).
A-2 has a matching card.
He says: YOU NEED TWO LITTLE DOGS.
A-1 gives the little trees to A-2.
The objects and the cards do not match.
A-2 returns the objects to their former positions.

B-2: Takes a card from Set #1 (two little trees).
B-1 has the matching cards.
He says: YOU NEED TWO LITTLE TREES.
B-1 takes them.
The objects and the cards match.
B-2 returns the objects to the center of the table and turns over B-1's card.

*Use HE or SHE here as is appropriate. If both members of a team are the same sex, the speaker may point.
**Or he could say: HE NEEDS TWO LITTLE DOGS, referring to A-2.
***A mistake has been included in this description.

UNIT #30 - TEST UNIT

Pattern:	I	NEED(S)	A	BIRD(S)	AND	A	BALL.
	YOU		FOUR	HOUSE(S)			HOUSE
	HE						
	SHE						

Teaching Points:

1. This is the third Test Unit. It reviews patterns and vocabulary from Units #21 - #29.
2. The Activity uses the place cards (given to each pupil at the beginning of the term) as cue cards. A "set" of place cards consists of four cards, one for A-1, one for A-2, one for B-1, and one for B-2.

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#30 (test unit)

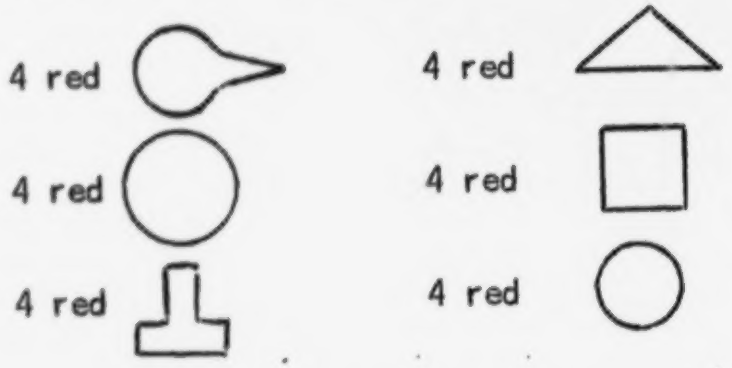
PRESENTATION

Teacher needs: 1) The following shapee objects:

a red bird
a red ball
2 red houses

2) A set of place cards.

Each group needs: 1) The following shapee pieces:



2) A set of place cards.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	MAKE A RED BIRD.		They do it.
2.	MAKE A RED HOUSE.		They do it.
3. Holds up a little ball.	TAKE A RED BALL.		They do it.
4. Points to A-1, holds up the "A-1" place card.	SAY: I NEED A BALL.	I NEED A BALL.	A-2 gives A-1 the object.
5. Points to B-1, holds up the "A-1" place card.	SAY: HE NEEDS A HOUSE.	HE NEEDS A HOUSE.	B-2 gives A-1 the object.
6. Points to A-2, holds up the "A-1" place card.	SAY: YOU NEED A BIRD.	YOU NEED A BIRD.	A-1 takes the object.
7. Points to B-2, holds up the "B-1" place card.	SAY: YOU NEED A BIRD.	YOU NEED A BIRD.	B-1 takes the object.
8. Points to A-1, holds up the "B-1" place card.	SAY: HE NEEDS A BALL AND A HOUSE.	HE NEEDS A BALL AND A HOUSE.	A-2 gives B-1 the objects.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9.	Points to B-1. Then holds up the "B-1" place card and a house.	SAY:	I NEED A HOUSE.	B-2 gives B-1 the object.
10.	Points to A-2. Then holds up the "B-2" place card and a ball.	SAY:	HE NEEDS A BALL.	A-1 gives B-2 the objects.
11.	Points to B-2. Then holds up the "B-2" place card and 2 houses.	SAY:	I NEED TWO HOUSES.	B-1 gives B-2 the objects.
12.	Points to A-1. Then holds up the "B-2" place card and a bird and a ball.	SAY:	HE NEEDS A BIRD AND A BALL.	A-2 gives B-2 the objects.
13.	Points to B-1. Then holds up the "A-1" place card and 2 balls.	SAY:	HE NEEDS TWO BALLS.	B-2 gives A-1 the objects.
14.	Points to A-2. Then holds up the "A-1" place card and a house.	SAY:	YOU NEED A HOUSE.	A-1 takes the objects.
15.	Points to B-2. Then holds up the "A-1" place card and a bird and a house.	SAY:	HE NEEDS A BIRD AND A HOUSE.	B-2 gives A-1 the objects.

#30 (test unit)

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) The following cards, face down on the table (Set #1).

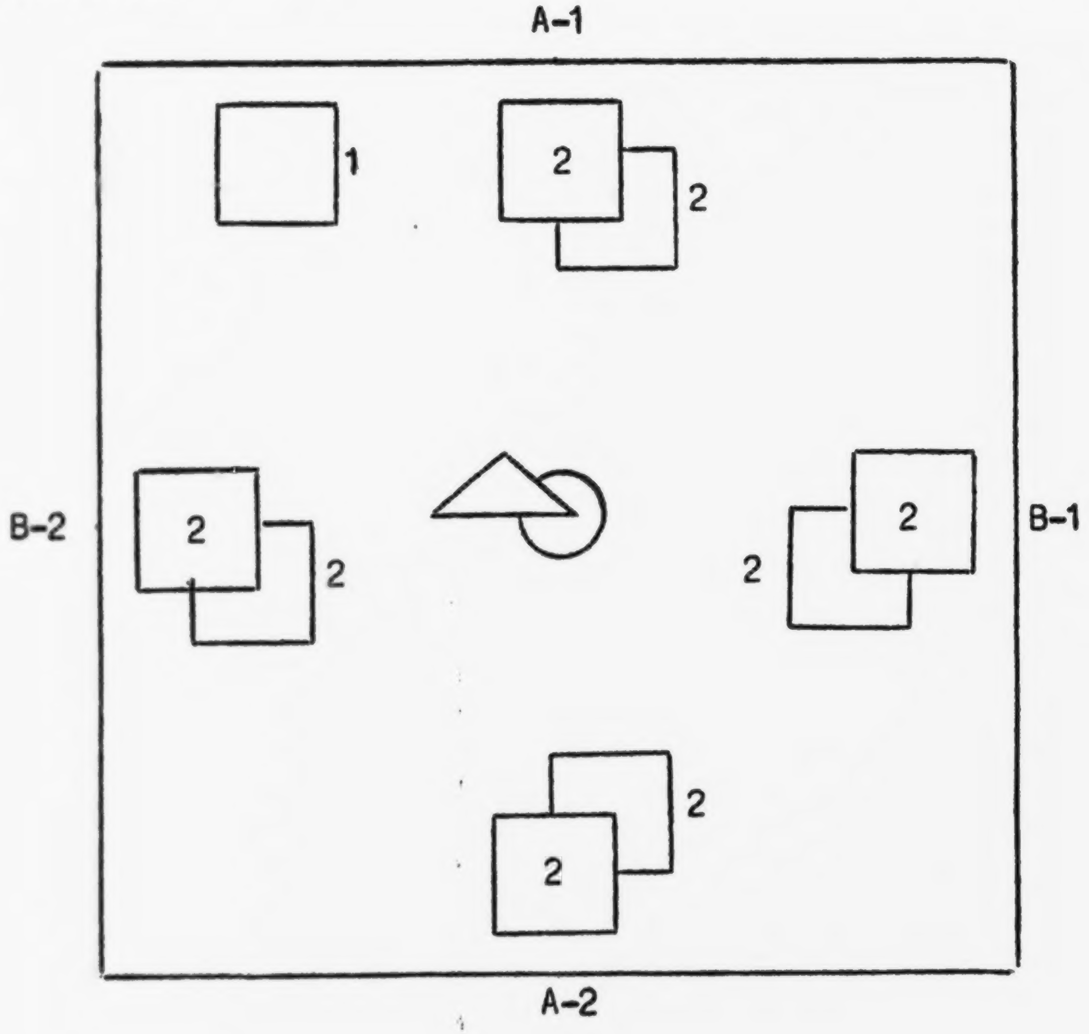
a set of place cards

3) The following picture cards, mixed and dealt to the players, face down, 3 to each.

a red bird and a red ball (3)
a red bird and a red house (3)
4 red houses (3)
a red bird (3)

Aim: To discard Set #2 cards.

Starting Position: Each player turns one of his Set #2 cards face up.



30 (test unit)

Description of Play:

A-1: Takes a place card (A-2).
A-2 has a Set #2 card of four red houses.
A-1 says: YOU NEED FOUR RED HOUSES.
A-2 takes the objects.
The cards and the objects match.
A-2 discards his Set #2 card, and turns over the one underneath.
The Set #1 card is returned to the pack, and the objects are returned to the table.

B-1: Takes a place card (A-1).
A-1 has a Set #2 card of a red bird and a red ball.
B-1 says: HE NEEDS A RED BIRD AND A RED BALL.*
B-2 gives A-1 the objects.
The cards and the objects match.
A-1 discards his Set #2 card, and turns over the one underneath.
The Set #1 card is returned to the pack, and the objects are returned to the table.

**A-2: Takes a place card (A-1).
A-1 has a Set #2 card of a red bird. (B-2 has the same card.)
A-2 says: YOU NEED A RED BIRD.
A-1 gives B-2 the object.
The place card does not match the receiver of the object.
The Set #1 card is returned to the pack, and the object is returned to the table.

B-2: Takes a place card (B-2).
He has a Set #2 card of 4 red houses.
He says: I NEED FOUR RED HOUSES.
B-1 gives him the objects.
The cards and the objects match.
B-2 discards his Set #2 card and turns over the one underneath.
The Set #1 card is returned to the pack and the objects are returned to the table.

*Use HE or SHE here as is appropriate.
**A mistake has been included in this description.

MODIFICATION OF TESL COMMUNICATION ACTIVITIES
FOR USE WITH COMMON OBJECTS

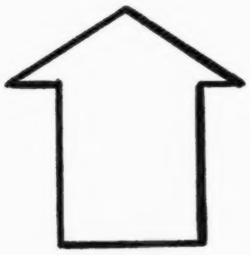
A teacher who will collect simple materials of types that are commonly found in and around any school can make the Communication Activities operable in the classroom without other equipment. The basic sentence patterns and the manner of presenting the language in the Presentations may remain as is. The essential nature of the Communication Activities themselves may also remain the same as in the experimental Communication Activities used in the Project tryouts.

Plan for Modified Picture Book

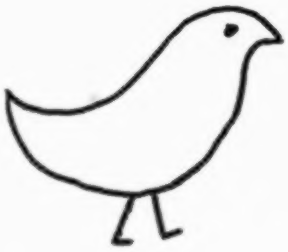
The basic form of the Picture Book is the same as that used in the original materials. The left-hand picture in each instance is a photograph, and the right-hand picture is a simple, stylistic drawing of the same item such that the teacher and the students are able to draw a version of it quite readily.

PLAN FOR MODIFIED PICTURE BOOK

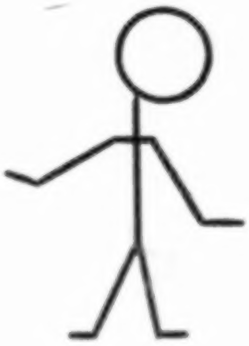
(a photograph of
a house)



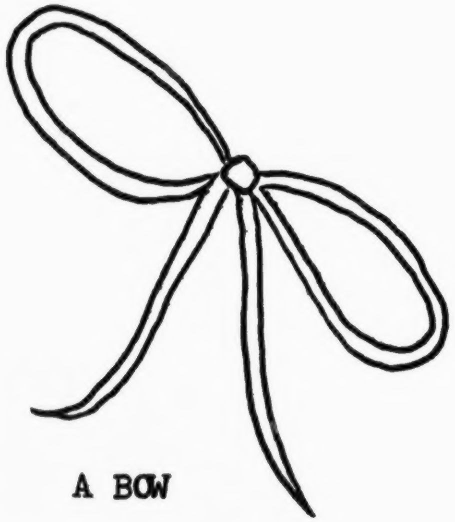
(a photograph of
a bird)



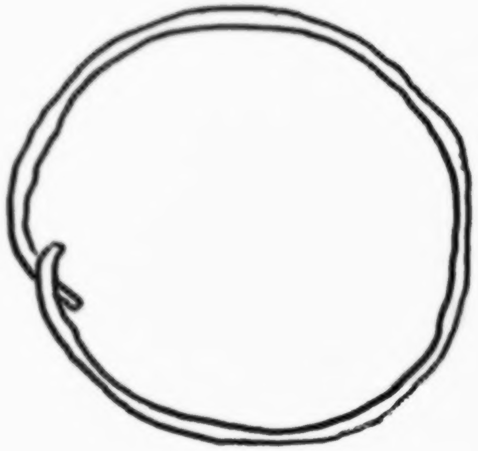
(a photograph of
a girl)



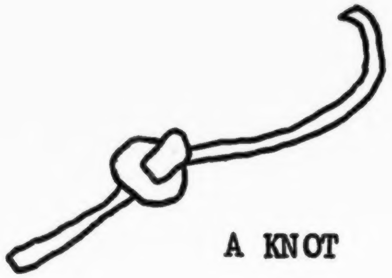
Examples of Things Which Can Be Made With String or Strips of Cloth



A BOW

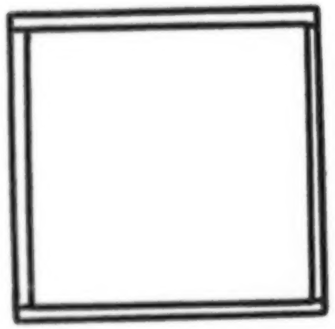


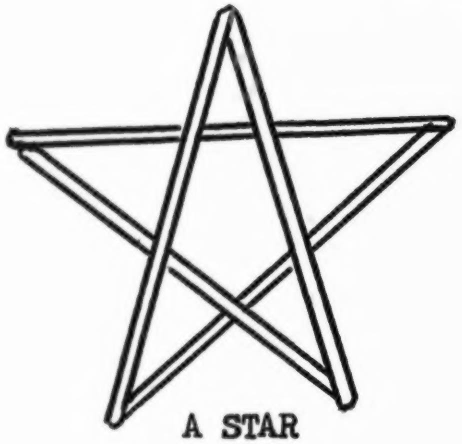
A CIRCLE

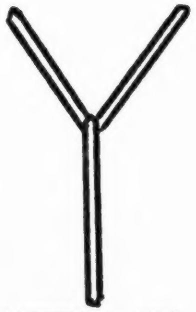


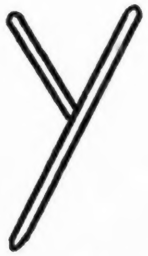
A KNOT

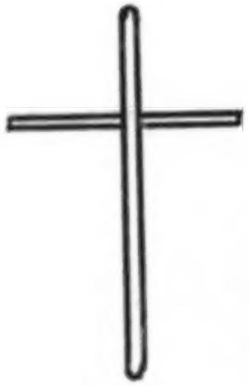
Examples of Things Which Can Be Made With Sticks or Matches

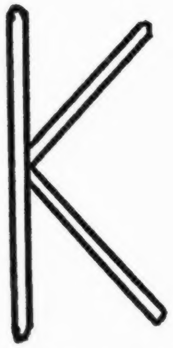

A SQUARE

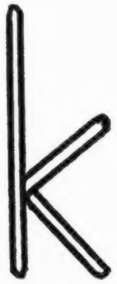

A STAR


A CAPITAL 'Y'


A SMALL 'y'


A CROSS


A CAPITAL 'K'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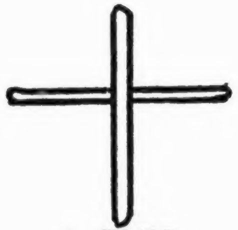
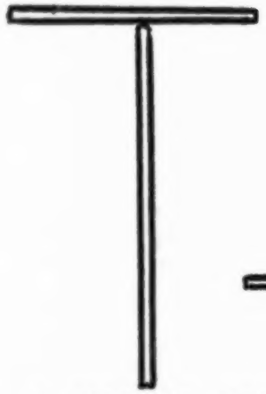
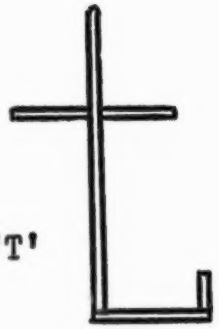
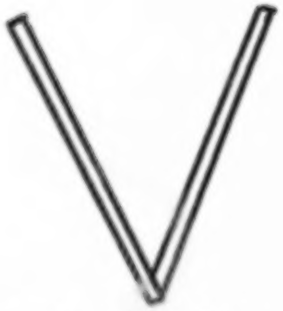
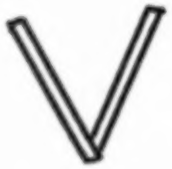
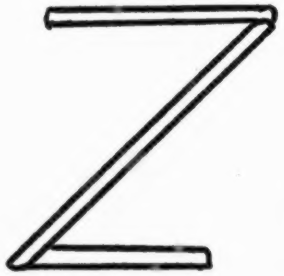

A PLUS

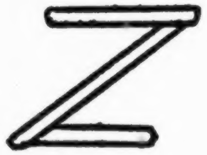

A CAPITAL 'T'


A SMALL 't'

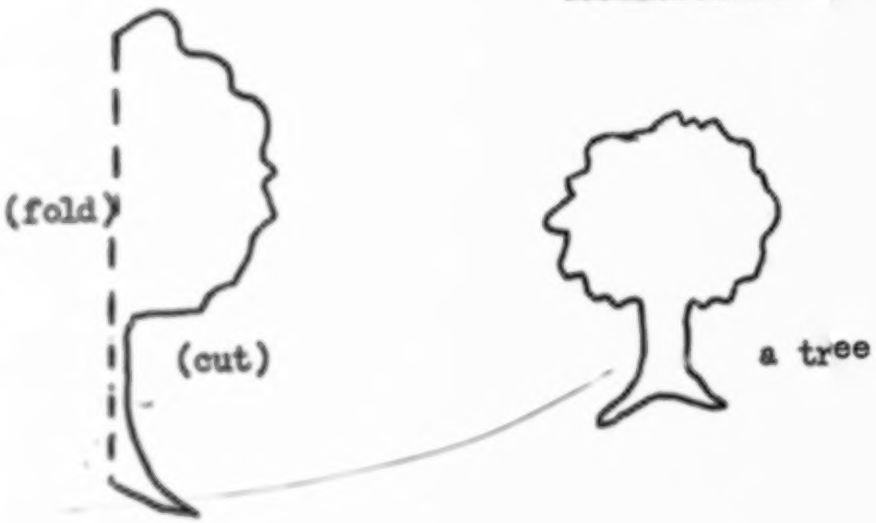

A CAPITAL 'V'

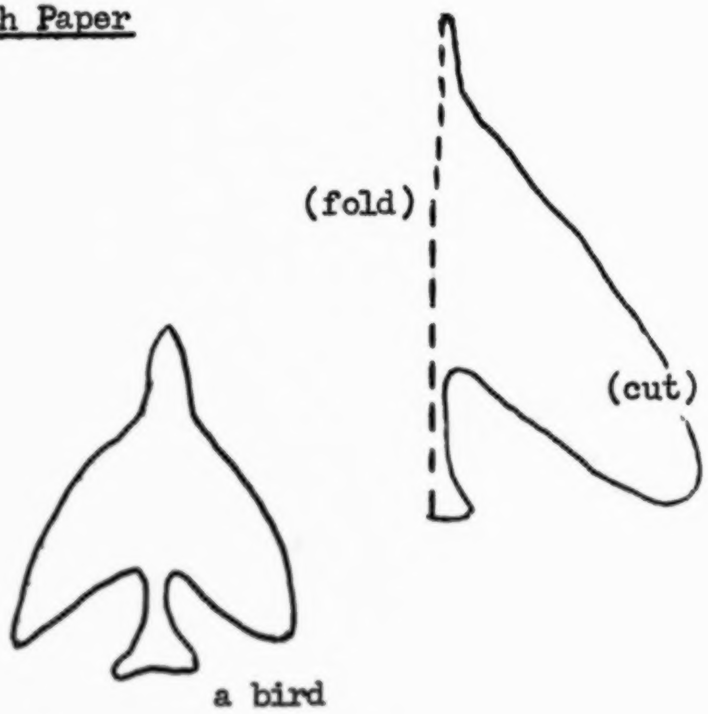

A SMALL 'v'

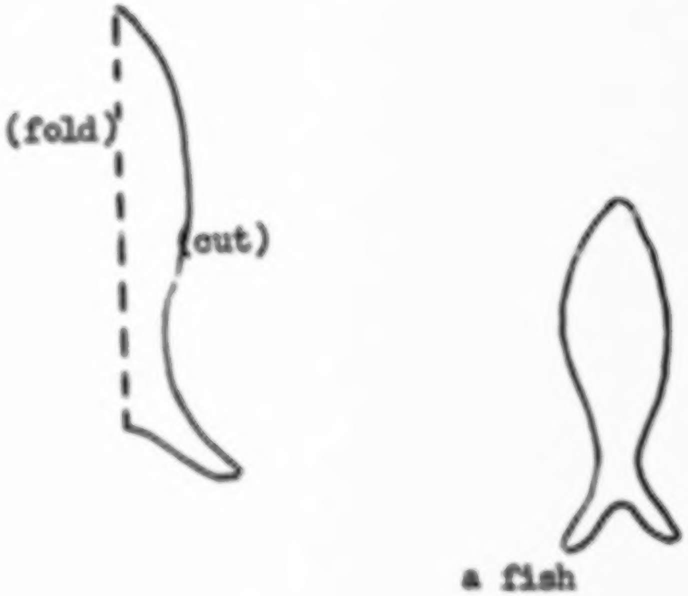

A CAPITAL 'Z'

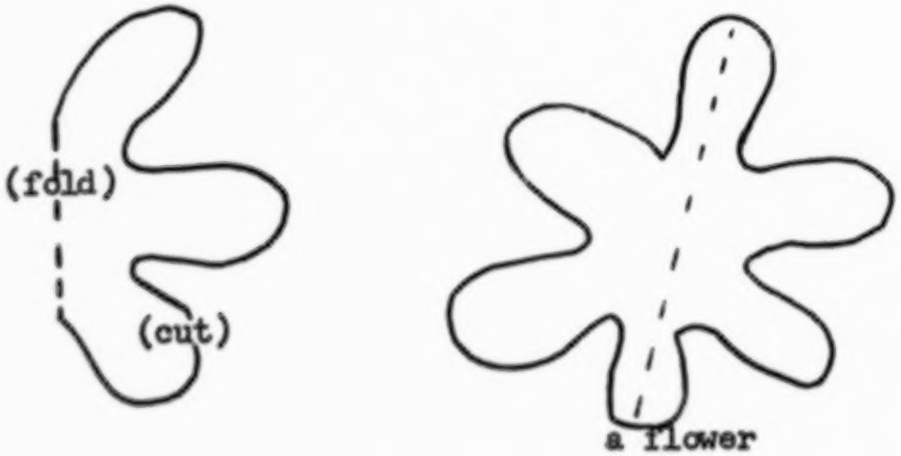

A SMALL 'z'

Things Which Can Be Made With Paper

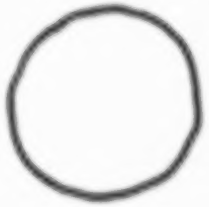

(fold)
(cut)
a tree

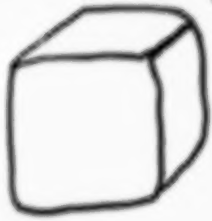

(fold)
(cut)
a bird

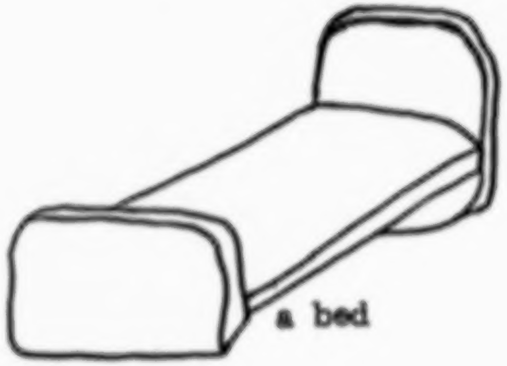

(fold)
(cut)
a fish

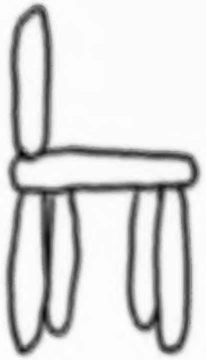

(fold)
(cut)
a flower

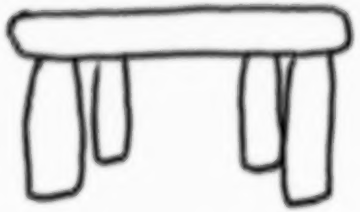
Things Which Can Be Made With Clay

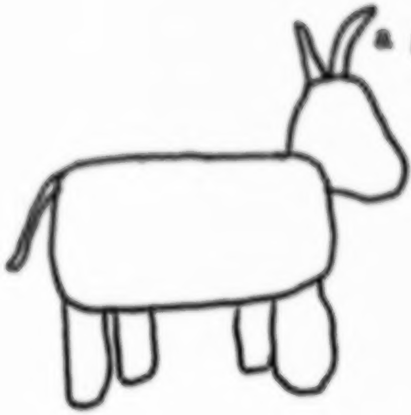

a ball

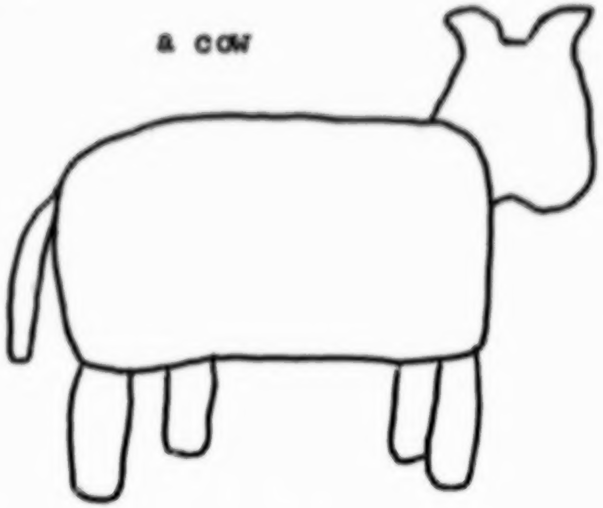

a cube


a bed

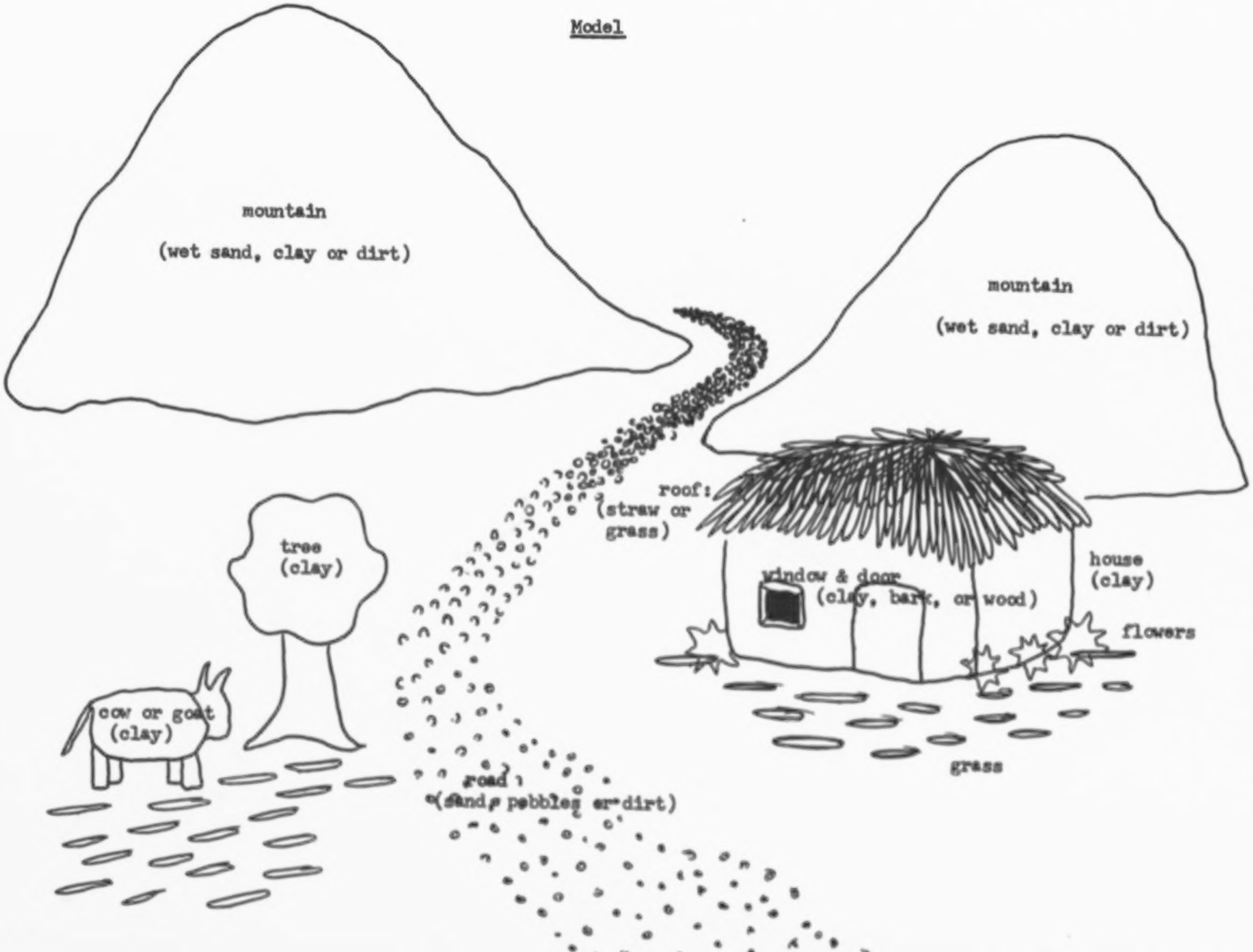

a chair


a table


a goat


a cow

Model


mountain
(wet sand, clay or dirt)
mountain
(wet sand, clay or dirt)
roof:
(straw or
grass)
tree
(clay)
window & door
(clay, bark, or wood)
house
(clay)
flowers
cow or goat
(clay)
road
(sand, pebbles or dirt)
grass

Patterns and Vocabulary

This list for the Modified Communication Activities, parallel to the list of patterns at the beginning of the experimental materials in Appendix 1 and in Appendix 2, illustrates the direction of change beyond the 6 sample units presented hereafter. It can readily be seen that retaining the same basic grammatical patterns, as exemplified by the first eleven entries, presents no problem.

```
1.  Take  a  root.
             seed
             knot

2.  Get   a  SEED.
    Take     KNOT
             pen

3.  Get  me  a  KNOT
    Get         PEN
                stone

4.  Give  ME  A  PEN.
                 STONE
                 leaf

5.  GIVE  ME  A  PEN    and  A  LEAF.
    TAKE         STONE          flower

6.  TAKE  A  red    PEN
             green  LEAF
                    FLOWER

7.  TAKE  the  RED    PENs.
               GREEN  FLOWERs.

8.  TAKE  THE  RED    LEAF  AND  THE  RED    PEN (S).
               GREEN                  GREEN  FLOWER (S)
```

9.	TAKE	THE	RED	FLOWERS	AND	GIVE	ME	one.
			GREEN	PENS				two
								three

10.	TAKE	THE	RED	FLOWERS	AND	GIVE	ME	ONE
			GREEN	PENS			A-2	TWO
							B-1	THREE
							B-2	

11.	GET	THE	RED	SEEDS	AND	GIVE	ME	ONE.
	TAKE		GREEN	FLOWERS			A-2	TWO
			big	STONES			B-1	THREE
			little	PENS			B-2	

In Unit #11, any vocabulary items which have been used in the first ten units may be used as substitution words.

In more advanced units greater emphasis on vocabulary variations can be readily developed for widespread use: content substitutions are shown here for Units 34 to 64.

34.	piece of wood: (round or square)	piece of cloth, piece of bark, piece of soap, rubber
35.	piece of paper: (small; brown or white)	butterfly, box, bow, berry, bean, crayon, piece of cloth, piece of chalk, fish, knot, nut, pencil, pebble petal, piece of soap, stamp, spool, grain of sugar, thimble, twig, piece of thread, spool of thread
36.	flower: (small)	bow, berry, bolt, button, bud, bean, cork, crayon, cube, piece of cloth, piece of chalk, lump of clay, blade of grass, nut, nail, needle, pin, pill, pencil, pebble, piece of string, stamp, spool, spool of thread, thorn, thimble, piece of thread, grain of wheat

37-43.

Except for lesson 40, which is a test unit, these lessons may have substitutions of a special type. Using things like lumps of clay and pieces of straw, whose names have already been learned, the students can build a model of their home or their village quite simply. The building of this model can be done on a large flat table top with clay, or in a sand box with wet sand. As the different things in the model are put together, they take on new names for the things they represent. Here are some examples.

37. Put a lump of clay here.	(In the model, the clay becomes "mountains" or "hills")
38. Put a long piece of clay here. & 39. Put a short piece of clay there.	(In the model, these become "walls" and are put together to make a "house.")
41. Put the pieces of straw on the house. Put the door in the house. Put a window in the house.	(The straw becomes a "roof;" gradually the names of the things being made can be used, as their shapes and where they belong are recognized)

It is important to demonstrate each of the steps in making this model very carefully since both the sentence structures and the names of the things being built are new. It is essential to teach all base words and to practice the basic sentences first.

When students have learned words like "near," "under," and "behind" in later lessons, the model can be continued with patterns like "Put these seeds in the garden," "Put a tree near the house," and "Put a cow under the tree." See the introductory section immediately preceding those pattern lists.

44. bag of seeds, bag of stones: basin, basket, book, bottle, branch, can, candle, chair, desk, door, drum, fruit, house, jar, lamp, mountain, plate, road, roof, ruler, sack, table, tree, wall, window.

Content Substitutions/Units 45-55

45.	stems with leaves:	beetle with wings, basket with handles, stem with thorns, tree with fruit
	flower with a stem:	cow with a bell, pencil with a rubber, nut with a shell, seed with a shell
46.	flower, seed: (big or small; red or white)	ant, ball, bean, berry, bird, book, bow, butterfly, candle, piece of chalk, piece of cloth, crayon, fish, fruit, pencil, petal, pill, spool of thread
47.	flowers, seeds: (big or small; red or white)	Choose from the list of substitution words in lesson no. 46
48.	pen, stick, piece of wood, bag of seeds:	ball, piece of bark, basin, basket, bean beetle, bell, berry, bird, bolt, book, bottle, bowl, box, bow, branch, bud, butterfly, can, candle, piece of chalk, lump of clay, piece of cloth, comb, compass, cork, cone, ear of corn, crayon, cube, dime, bag of dirt, drum, fish, bag of flour, fly, fruit, blade of grass, jar, nail, nickel, nut, penny, pencil, petal, pill, plate, pod, bag of rice, grain of rice, piece of rope, rubber, ruler, sack, bag of sand, box of sand, bag of salt, box of salt, screw, piece of soap, spool, spool of thread, spoon, piece string, bag of sugar, box of sugar, bag of tea, thimble, ticket, twig.
49.	sticks, stones, pieces of paper: (small)	Choose from the same list of substitution words as in lesson no. 36
	bag: (must be a container)	Basket, bottle, box, jar, can
50.	------------------ TEST UNIT ------------------	
51.	pen, flower, picture:	Choose from the list given in lesson no. 48
52.	pen, flower, picture:	Choose from the list given in lesson no. 44

53.	pen, picture, shell:	ball, piece of bark, bean, beetle, bell, berry, bird, bolt, book, bottle, bowl, box, bud, butterfly, can, candle, piece of chalk, lump of clay, piece of cloth, comb, compass, cork, cone, crayon, cube, dime, fish, jar, nail, nickel, nut, penny, pencil, plate, piece of rope, rubber, ruler, screw, piece of soap, shilling, spool of thread, spoon, thimble, ticket, twig
54.	flower, picture, shell cup: (small)	Choose from the list given in lesson no. 36
55.	picture of the cup, picture of the flower, picture of the shell	

Content Substitutions/Units 56-64

56.	cups, bags: (empty or full)	baskets, boxes, cans, jars, bottles
57.	flowers, feathers: (big or small; black or white)	ants, beans, berries, birds, books, boxes, butterflies, cans, pieces of cloth, cones, crayons, drums, fish, tickets, spools of thread.
58.	picture:	Choose from the list given in lesson no 48
60.	————— TEST UNIT —————	

61-64.

These are also "special lessons," because you may put in the names of birds, animals, trees, fruits, leaves, shells, etc. which are common in your area. If you have your students collect the things in the previous lessons which come from nature, find out what kind of plant the leaves, seeds, stems, roots, flowers, etc. come from, and what kind of birds or animals, the feathers and the like come from. You can then often combine with the word that has already been learned (e.g. "shell") with the kind of thing it is, (e.g. "eggshell," "seashell," "snailshell," "clamshell"). ALL THE SUBSTITUTIONS IN LESSONS 61 THROUGH 64 SHOULD BE ENGLISH COMPOUNDS. Here are some examples:

eggshell
seashell
clamshell
oyster shell
snailshell
nutshell
banana leaf
pawpaw leaf
lettuce leaf
cabbage leaf

carrot seed
radish seed
sunflower seed
pawpaw seed
tomato seed
orange seed
lemon seed
guava seed
loquat seed
cassava root
beetroot

chicken feather
eagle feather
crow feather

MODIFIED UNIT #1

Pattern:	MAKE	A	'T'
			KNOT
			BOW

Teaching Points:

1. The Presentation teaches a grammatical pattern and five vocabulary items.

2. Your pupils may need either more or less practice than is provided for in the Presentation. Have them repeat the pattern until you think they can say it well.

3. The next Unit should be taught only after the pupils have completed the Communication Activity for this Unit.

4. Alternate vocabulary items that may be used in this grammatical pattern, and one or more of which might be preferred in given situations over the items listed above, include: "V," "Y," "K," "Z," "cross," "square," "triangle," "flag," "star," and "rectangle" to be made with sticks; or "line," "loop," "circle," "wave," and "semicircle," with string or some other strip of flexible material.

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PRESENTATION

Teacher needs: 2 matchsticks
2 pieces of string, six inches long

Each group needs: 8 matchsticks
8 pieces of string,
six inches long

Additional Materials:

It will help your pupils to learn what a "T' and a 'knot' and a 'box' are if you can show them more examples of each thing. Draw a 'T' on the blackboard or show them one in print. Make a bow and a knot with a shoelace or a ribbon or a piece of cloth after you have made them with string.

Additional Vocabulary:

If your pupils learn the words 'T', 'knot' and 'bow' thoroughly, you can teach them some or all of the following words with the same sentence patterns, materials and presentation methods.

'V' 'C' 'P' LOOP CROSS PLUS

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up two matchsticks in the shape of a 'T'.	A 'T'	A 'T'	
2. Shows other examples of	A'T'	A 'T'	
3. Holds up a piece of string tied in a knot.	A KNOT	A KNOT	
4. Shows other examples of knots.	A KNOT	A KNOT	
5. Holds up a piece of string tied in a bow.	A BOW	A BOW	
6. Shows other examples of bows.	A BOW	A BOW	
7. Takes two matchsticks, and puts them together in the shape of a 'T'.	MAKE	MAKE	

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
8.	Takes a piece of string, and ties it in a knot.	MAKE	MAKE	
9.	Takes a piece of string, and ties it in a bow.	MAKE	MAKE	
10.		MAKE A'T'.	MAKE A 'T'.	They do it. They each make a 'T')
11.	Makes a 'T'.			
12.	Makes a knot	MAKE A KNOT.		They do it.
13.	Makes a bow.	MAKE A BOW.		They do it.
14.	Takes matchsticks apart, and unties knot and bow.	TAKE THEM APART.		They do it.
15.	Points to A-1 and B-1 and holds up a 'T'.	SAY: MAKE A 'T'.	(A-1 and B-1 say) MAKE A 'T'.	A-2 and B-2 do it.
16.	Points to A-2 and B-2 and holds up a 'T'.	SAY: MAKE A 'T'.	(A-2 and B-2 say) MAKE A 'T'.	A-1 and B-1 do it.
17.	Points to A-1 and B-1 and holds up a knot.	SAY: MAKE A KNOT.	(A-1 and B-1 say). MAKE A KNOT.	A-2 and B-2 do it.
18.	Points to A-2 and B-2 and holds up a knot.	SAY: MAKE A KNOT.	(A-2 and B-2 say) MAKE A KNOT.	A-1 and B-1 do it.
19.	Points to A-1 and B-1 and holds up a bow.	SAY: MAKE A BOW.	(A-1 and B-1 say) MAKE A BOW.	A-2 and B-2 do it.
20.	Points to A-2 and B-2 and holds up a bow.	SAY: MAKE A BOW.	(A-2 and B-2 say) MAKE A BOW.	A-1 and B-1 do it.
21.	Holds up a knot.	MAKE A KNOT.	MAKE A KNOT.	
22.	Holds up a 'T'.	MAKE A 'T'.	MAKE A 'T'.	
23.	Holds up a bow.	MAKE A BOW.	MAKE A BOW.	

COMMUNICATION ACTIVITY

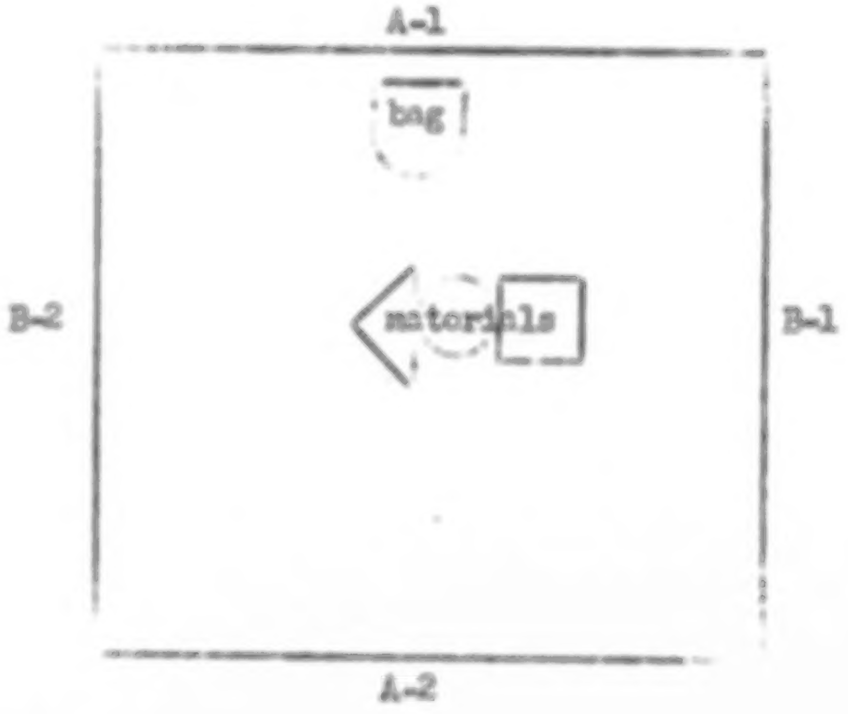
Materials Needed: 1) Each group has the same materials used in the Presentation. The materials are in the middle of the table.

2) A-1 has a paper bag which contains the following things (as many as indicated in parentheses):

a 'T'	(2)	These sticks or matchsticks must be stuck together to form a T tree gum or tied or split and fitted so that they do not come apart.
a knot	(3)	
a bow	(3)	

Aim: To finish with an empty bag at the end of two rounds--that is, when each pupil in the group has spoken twice. Following the description of play on the next page, the bag will be empty only if each pupil makes the thing that he is told to make.

Starting Position:



Description of Play:

A-1: Holds the bag under the table where other pupils cannot see it and takes one thing out of it (e.g. a bow). He holds the bow in his hand (still out of sight) and says: MAKE A BOW.
A-2, B-1 and B-2 make a bow.
A-1 holds up the bow. All four pupils have a bow.
A-1 puts his bow on the table.
A-2, B-1 and B-2 take their bows apart and put them back in the middle of the table.
A-1 gives the bag to B-1.

B-1: Holds the bag under the table where other pupils cannot see it and takes one thing out of it (e.g. a 'T'). He holds the 'T' in his hand (still out of sight) and says: MAKE A 'T'.
A-1, A-2 and B-2 make a 'T'.
B-1 holds up the 'T'. All four pupils have a 'T'.
B-1 puts his 'T' on the table.
A-1, A-2 and B-2 take their 'T's apart and put them back in the middle of the table.
B-1 gives the bag to A-2.

A-2 does the same thing as A-1 and B-1 have done. Like the others, he may take anything he wants out of the bag, but he must not show it to the other pupils at first. He must tell them to make that thing. Here is what will happen if one of the other pupils makes the wrong thing.

A-2: Holds the bag under the table where the other pupils cannot see it and takes one thing out of it (e.g. a knot). He holds the knot in his hand (still out of sight) and says MAKE A KNOT.
A-1 and B-1 make a knot. B-2 makes a bow.
A-2 holds up the knot. Three pupils have a knot, but one pupil has a bow. They do not match.
A-2 puts the knot back into the bag.
A-1 and B-1 take apart their knots, and B-2 takes apart his bow. They put them back in the middle of the table. A-2 gives the bag to B-2.

There are eight things in the bag at the beginning of the game. If no one makes a mistake during the game, the bag will be empty at the end. If a mistake is made, then something must be put back into the bag, and it will not be empty. If there are two things in the bag when each pupil has spoken twice and the game is over, that means that two mistakes have been made.

MODIFIED UNIT #2

Pattern: TAKE A KNOT
BOW
PEN

Teaching Points:

1. The Presentation teaches new vocabulary in two places in the pattern.

2. To introduce "take" in Step #8 of the Presentation, stand by the demonstration group. Move A-1's hand to one of the items, saying "take." Move his hand to pick up the object, if necessary. Repeat the action with other members of the group until they respond to the word. When you say it later, act out "take" by having A-1 take an object.

3. Alternate vocabulary items may include those which represent any readily available item like "pencil," "flower," "stone," "seed", "shell," "pebble," "reed," "root," "stick," "stem," and "berry"; also any item represented by a cutout as, for example, "leaf," "bird," "fish," "flower," "tree," and "house," or by a form molded from clay as, for example, "snake," "bell," and "bowl."

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#2

PRESENTATION

Teacher needs: 1 pen
2 pieces of string, 6 inches long

Each group needs: 4 pens
8 pieces of string, 6 inches long

Additional Materials:

You might show the pupils other types of pens, e.g. a fountain pen, a ball-point pen, etc.

Additional Vocabulary:

If you have not already taught them and you have additional time, you may teach the following words in addition to the three in the presentation.

STAR CIRCLE SQUARE 'Y' 'V' 'C' 'D'
'K' CROSS PLUS

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a pen.	A PEN	A PEN	
2.	Shows other examples of a pen.	A PEN	A PEN	
3.	Holds up a pen, acts out 'take."	TAKE A PEN.		They do it.
4.	Holds up a knot.	A KNOT	A KNOT	
5.	Holds up the knot again.	MAKE A KNOT.		They do it.
6.	Holds up a bow.	A BOW.	A BOW	
7.	Holds up the bow again.	MAKE A BOW.		They do it.
8.	Acts out "take."	TAKE	TAKE	They act out "take."
9.	Takes the knot.	TAKE	TAKE	They take a knot.
10.	Takes the bow.		TAKE	They take a bow.
11.	Points to A-1 and B-1 and holds up a knot.	SAY: TAKE A KNOT	(A-1 and B-1 say) TAKE A KNOT.	A-2 and B-2 do it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12. Points to A-2 and B-2 and holds up a knot.	SAY: TAKE A KNOT.	(A-2 and B-2 say) TAKE A KNOT.	A-1 and B-1 do it.
13. Points to A-1 and B-1 and holds up a bow.	SAY: TAKE A BOW.	(A-1 and B-1 say) TAKE A BOW.	A-2 and B-2 do it.
14. Points to A-2 and B-2 and holds up a bow.	SAY: TAKE A BOW.	(A-2 and B-2 say) TAKE A BOW.	A-1 and B-1 do it.
15. Points to A-1 and B-1 and holds up a pen.	SAY: TAKE A PEN.	(A-1 and B-1 say) TAKE A PEN.	A-2 and B-2 do it.
16. Points to A-2 and B-2 and holds up a pen.	SAY: TAKE A PEN.	(A-2 and B-2 say) TAKE A PEN.	A-1 and B-1 do it.
17. Has the pupils put all the things back in the middle of the table.			
18. Points to A-1 and B-1 and holds up a knot.		(A-1 and B-1 say) TAKE A KNOT.	A-2 and B-2 do it.
19. Points to A-2 and B-2 and holds up a knot.		(A-2 and B-2 say) TAKE A KNOT.	A-1 and B-1 do it.
20. Points to A-1 and B-1 and holds up a bow.		(A-1 and B-1 say) TAKE A BOW.	A-2 and B-2 do it.
21. Points to A-1 and B-1 and holds up a bow.		(A-2 and B-2 say) TAKE A BOW.	A-1 and B-1 do it.
22. Points to A-1 and B-1 and holds up a pen.		(A-1 and B-1 say) TAKE A PEN.	A-2 and B-2 do it.
23. Points to A-2 and B-2 and holds up a pen.		(A-2 and B-2 say) TAKE A PEN.	A-1 and B-1 do it.

#2

COMMUNICATION ACTIVITY

Materials Needed: 1) Each pupil has in front of him on the table:

A knot (1)
A bow (1)
A pen (1)

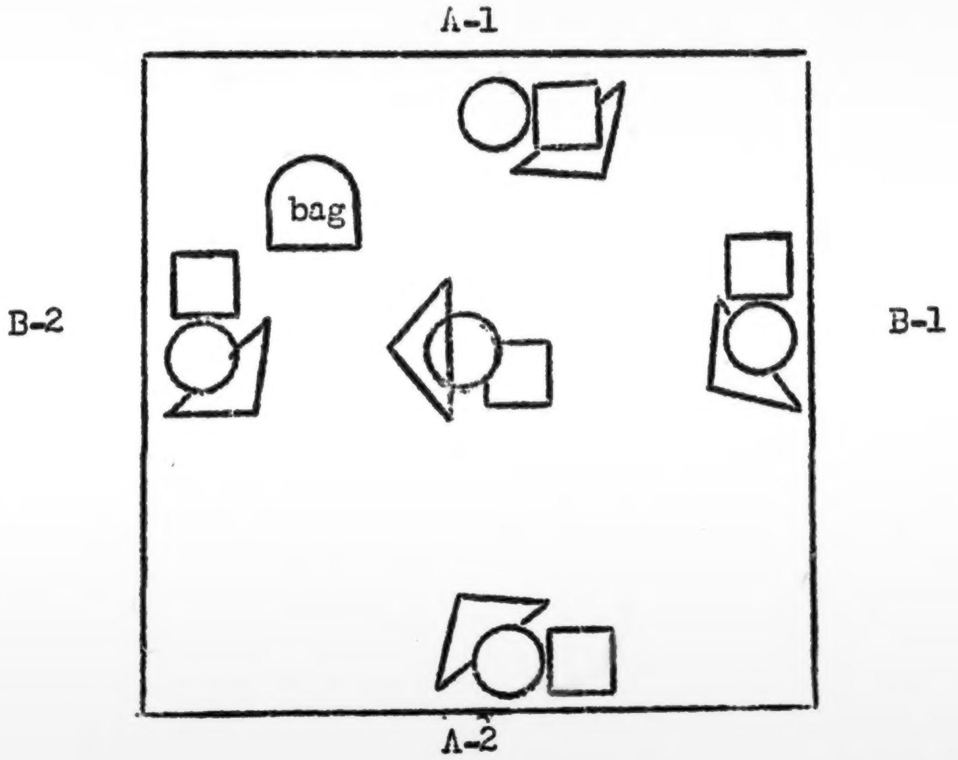
2) A-1 has a paper bag which contains the following things:

A knot (2)
A bow (2)
A pen (2)

3) One of each of these items is also in the middle of the table.

Aim: For all the things in front of the pupils on a team to be moved to the middle of the table.

Starting Position:



Description of Play:

A-1: Holds the bag under the table and takes one thing out of it (e.g. a knot).
He looks at the things in front of A-2. A-2 has a knot.
A-1 says to A-2: TAKE A KNOT.
A-2 takes a knot from the middle of the table and puts it next to the knot in front of him.
A-1 holds up his knot. It matches the two knots that A-2 has.
A-2 puts both his knots in the middle of the table.
A-1 puts his knot back in the bag and gives the bag to B-1.

B-1: Holds the bag under the table and takes one thing out if (e.g. a pen).
He looks at the things in front of B-2. B-2 has a pen.
B-1 says to B-2: TAKE A PEN.
B-2 takes a pen from the middle of the table and puts it next to the pen in front of him.
B-1 holds up his pen. It matches the two pens that B-2 has.
B-2 puts both his pens in the middle of the table.
B-1 puts his pen back in the bag and gives the bag to A-2.

A-2 does the same thing as A-1 and B-1 have done. He may take anything he wants from the bag, but then he must look at A-1's things. If A-1 does not have the same thing in front of him, A-2 must take a different thing from the bag. Here is what happens if he doesn't.

A-2: Holds the bag under the table and takes one thing out of it (e.g. a bow).
He looks at the things in front of A-1. A-1 does not have a bow.
A-2 says to A-1: TAKE A BOW.
A-1 takes a bow from the middle of the table, but he cannot match it to anything in front of him.
A-2 holds up his bow, but it matches only the bow from the middle of the table.
A-1 puts the one bow back in the middle of the table. He cannot move anything from in front of him.
A-2 puts his bow back in the bag and gives the bag to B-2.

Here is another mistake that can happen.

B-2: Holds the bag under the table and takes one thing out of it (e.g. a pen).
He looks at the things in front of B-1. B-1 has a pen.
B-2 says to B-1: TAKE A KNOT.
B-1 takes a knot from the middle of the table and puts it next to the knot in front of him.
B-2 holds up his pen, but it does not match the two knots in front of B-1.
B-1 puts one knot back in the middle of the table. He cannot move anything from in front of him.
B-2 puts his pen back in the bag and gives the bag to A-1.

MODIFIED UNIT #3

Pattern: GIVE ME A BOW.
PEN
SEED

Teaching Points:

1. The Presentation introduces the indirect object "me."

2. To introduce "give me," stand by the demonstration group. Hold out your hand to A-1, saying "give me." Then with the other hand, point first to an object, next to yourself, saying "give me a pen" until a A-1 actually gives you the object (it may be necessary to guide his hand at first). To act out "give me," hold out one hand and receive the object from A-1 in the demonstration group.

3. Make sure that when the pupils are learning the Communication Activity they only say "give me" when they have an object the same as the one they picked out of the bag in front of them.

4. It may be necessary to start the pupils out by saying "give..." or "give me..." or "give me a..."

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PRESENTATION

Teacher needs: 1 bow
1 pen
1 seed

Each group needs: 4 pieces of string, 6 inches long
4 pens
4 seeds

Additional Materials:

It should be easy enough to get many different kinds of seeds to show the pupils. The seeds should be all different shapes and sizes.

Additional Vocabulary:

The following words may be taught as extra vocabulary if you have not already taught them.

PIN MATCH 'Z' 'Y' 'V' 'C' 'D' 'K'
CROSS PLUS STAR CIRCLE SQUARE

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a seed.	A SEED	A SEED	
2. Shows other examples of seeds.	A SEED	A SEED	
3. Holds up a bow.	A BOW	A BOW	
4. Points to A-1 and B-1; holds up a bow.	SAY: MAKE A BOW.	(A-1 and B-1 say) MAKE A BOW.	A-2 and B-2 do it.
5. Points to A-2 and B-2; holds up a bow.	SAY: MAKE A BOW.	(A-2 and B-2 say) MAKE A BOW.	A-1 and B-1 do it.
6. Has them put bows in the middle of the table with other things.			
7. Points to A-1 and B-1.	TAKE A BOW.		They do it.
8. Points to A-2 and B-2.	TAKE A PEN.		They do it.
9. Points to A-1 and B-1.	TAKE A SEED.		They do it.
10. Points to A-2 and B-2.	TAKE A PEN.		They do it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to himself.	ME	ME	They point to themselves.
12.	Points to himself.	ME	ME	They point to themselves.
13.	Holds out one hand to the class; points to himself with the other.	GIVE ME	GIVE ME	They point to themselves and hold their hands out to the teacher.
14.	Acts out "give me."	GIVE ME	GIVE ME	
15.	Acts out "give me."	GIVE ME	GIVE ME	
16.	Points to A-1 and B-1; holds up a pen.	SAY: GIVE ME A PEN.	(A-1 and B-1 say) GIVE ME A PEN.	A-2 and B-2 do it.
17.	Points to A-2 and B-2; holds up a seed.	SAY: GIVE ME A SEED.	(A-2 and B-2 say) GIVE ME A SEED.	A-1 and B-1 do it.
18.	Points to A-1 and B-1; holds up a bow.	SAY: GIVE ME A BOW.	(A-1 and B-1 say) GIVE ME A BOW.	A-2 and B-2 do it.
19.	Points to A-2 and B-2; holds up a seed.		(A-2 and B-2 say) GIVE ME A SEED.	A-1 and B-1 do it.
20.	Points to A-1 and B-1; holds up a bow.		(A-1 and B-1 say) GIVE ME A BOW.	A-2 and B-2 do it.
21.	Points to A-2 and B-2; holds up a pen.		(A-2 and B-2 say) GIVE ME A PEN.	A-1 and B-1 do it.
22.	Points to A-1 and B-1.	SAY: TAKE A PEN.	(A-1 and B-1 say) TAKE A PEN.	A-2 and B-2 do it.
23.	Points to A-2 and B-2.	SAY: TAKE A SEED.	(A-2 and B-2 say) TAKE A SEED.	A-1 and B-1 do it.
24.	Points to A-1 and B-1.	SAY: GIVE ME A PEN.	(A-1 and B-1 say) GIVE ME A PEN.	A-2 and B-2 do it.
25.	Points to A-2 and B-2.	SAY: GIVE ME A SEED.	(A-2 and B-2 say)	A-1 and B-1 do it.

#3

COMMUNICATION ACTIVITY

Materials Needed: 1) Each pupil has in front of him on the table:

a bow (1)
a pen (1)
a seed(1)

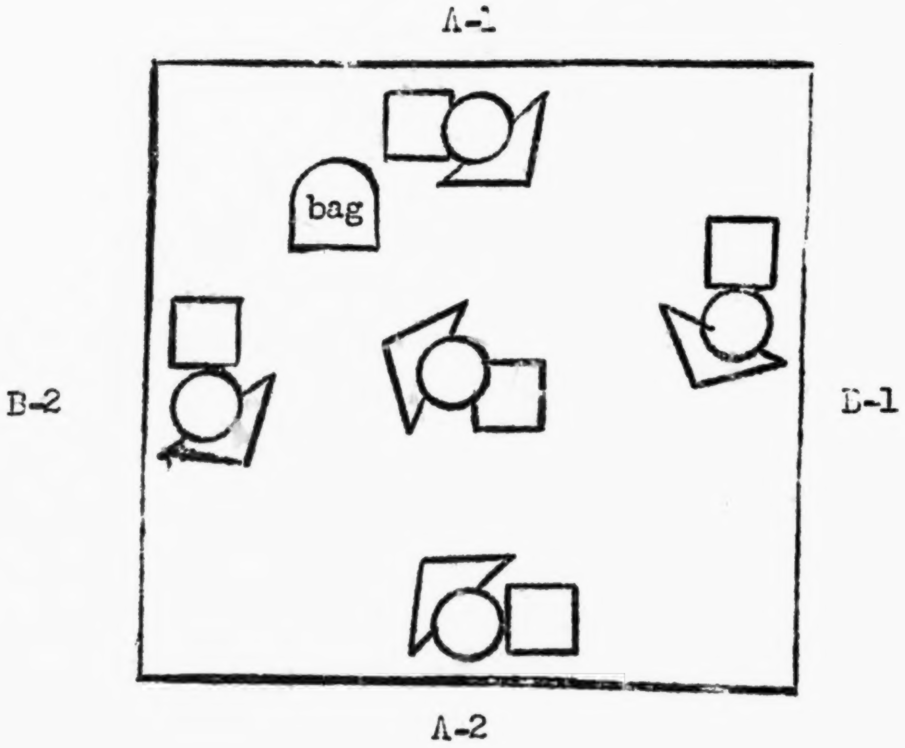
2) A-1 has a paper bag which contains the following things:

a bow (2)
a pen (2)
a seed (2)

3) One of each of these items is also in the middle of the table.

Aim: For all the things in front of the pupils on a team to be moved to the middle of the table.

Starting Position:



Description of Play:

A-1: Takes one thing out of the bag (e.g. a bow).
It matches one of the things he has in front of him.
He says: GIVE ME A BOW.
A-2 gives him a bow from the middle of the table.
The two objects match. A-1 puts both of them in the middle of the table and gives the bag to B-1.

B-1: Takes one thing out of the bag (e.g. a seed).
It matches one of the things he has in front of him.
He says: GIVE ME A SEED.
B-2 gives him a seed from the middle of the table.
The two objects match. B-1 puts both of them in the middle of the table and gives the bag to A-2.

A-2 does the same thing as A-1 and B-1 have done. He may take anything he wants from the bag, but then he must look at the things in front of him. If he does not have the same thing in front of him, he must take a different thing from the bag. Here is what happens if he doesn't.

A-2: Takes one thing out of the bag (e.g. a knot).
It does not match any of the things he has in front of him.
He says: GIVE ME A KNOT.
A-1 gives him a knot from the middle of the table.
There is nothing to match the knot with. A-2 puts it back in the middle of the table and gives the bag to B-2.

Here is another mistake that can happen.

B-2: Takes one thing out of the bag (e.g. a seed).
It matches one of the things in front of him.
He says: GIVE ME A SEED.
B-1 gives him a bow.
The bow does not match the thing in front of B-2. He puts the bow back in the middle of the table and gives the bag to A-1.

MODIFIED UNIT #4

Pattern: TAKE A SEED AND A LEAF.
KNOT PEN.

Teaching Points:

1. The Presentation teaches "and" as a connector of noun constructions.

2. When you are demonstrating the Communication Activity make sure the pupils say "Take a__________" only when the things they take from the bag match the things in front of their partner.

3. It may be necessary to start the pupils out by saying "take..." or "take a..."

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PRESENTATION

#4

Teacher needs: 1 knot 1 seed
1 pen 1 leaf

Each group needs: 4 knots 4 seeds
4 pens 4 leaves

Additional Materials:

Have the students themselves bring in as many different kinds of leaves as they can find, once you have shown them a few and they know what a leaf is.

Additional Vocabulary:

PIN MATCH RULER COMPASS RUBBER

You would probably not want to use pins, matches or compasses in the Communication Activity, as these could be dangerous.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a leaf.	A LEAF	A LEAF	
2. Shows other examples of leaves.	A LEAF	A LEAF	
3. Holds up a seed.	A SEED	A SEED	
4. Points to A-1 and B-1;	SAY: TAKE A SEED.	(A-1 and B-1 say) TAKE A SEED.	A-2 and B-2 do it.
5. Points to A-2 and B-2; holds up a leaf.	SAY: TAKE A LEAF	(A-2 and B-2 say) TAKE A LEAF	A-1 and B-1 do it.
6. Holds up a seed and a leaf.	A SEED AND A LEAF	A SEED AND A LEAF	
7. Holds up a seed and a leaf.	A SEED AND A LEAF	A SEED AND A LEAF	
8. Points to A-1 and B-1; holds up a seed and a leaf.	SAY: TAKE A SEED AND A LEAF.	(A-1 and B-1 say) TAKE A SEED AND A LEAF.	A-2 and B-2 do it.
9. Points to A-2 and B-2; holds up a seed and a leaf.	SAY: TAKE A SEED AND A LEAF.	(A-2 and B-2 say) TAKE A SEED AND A LEAF.	A-1 and B-1 do it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Points to A-1 and B-1; holds up a leaf and a pen.	SAY: TAKE A LEAF AND A PEN.	(A-1 and B-1 say) TAKE A LEAF AND A PEN.	A-2 and B-2 do it.
11.	Points to A-2 and B-2; holds up a leaf and a pen.	SAY: TAKE A LEAF AND A PEN.	(A-2 and B-2 say) TAKE A LEAF AND A PEN.	A-1 and B-1 do it.
12.	Points to A-1 and B-1; holds up a pen and a knot.	SAY: TAKE A PEN AND A KNOT.	(A-1 and B-1 say) TAKE A PEN AND A KNOT.	A-2 and B-2 do it.
13.	Points to A-2 and B-2; holds up a pen and a knot.	SAY: TAKE A PEN AND A KNOT.	(A-2 and B-2 say) TAKE A PEN AND A KNOT.	A-1 and B-1 do it.
14.	Points to A-1 and B-1; holds up a knot and a seed.	SAY: TAKE A KNOT AND A SEED.	(A-1 and B-1 say) TAKE A KNOT AND A SEED.	A-2 and B-2 do it.
15.	Points to A-2 and B-2; holds up a knot and a seed.	SAY: TAKE A KNOT AND A SEED.	(A-2 and B-2 say) TAKE A KNOT AND A SEED.	A-1 and B-1 do it.
16.	Points to A-1 and B-1.	SAY: TAKE A LEAF AND A KNOT.	(A-1 and B-1 say) TAKE A LEAF AND A KNOT.	A-2 and B-2 do it.
17.	Points to A-2 and B-2.	SAY: TAKE A SEED AND A PEN.	(A-2 and B-2 say) TAKE A SEED AND A PEN.	A-1 and B-1 do it.
18.	Points to A-1 and B-1.	SAY: TAKE A LEAF AND A PEN.	(A-1 and B-1 say) TAKE A LEAF AND A PEN.	A-2 and B-2 do it.
19.	Points to A-2 and B-2.	SAY: TAKE A KNOT AND A LEAF.	(A-2 and B-2 say) TAKE A KNOT AND A LEAF.	A-1 and B-1 do it.
20.	Points to A-1 and B-1; holds up a leaf and a seed.		(A-1 and B-1 say) TAKE A LEAF AND A SEED.	A-2 and B-2 do it.
21.	Points to A-2 and B-2; holds up a pen and a knot.		(A-1 and B-2 say) TAKE A PEN AND A KNOT.	A-1 and B-1 do it.

COMMUNICATION ACTIVITY

Materials Needed: 1) Each pupil has in front of him on the table:

a knot (1)
a pen (1)
a seed (1)
a leaf (1)

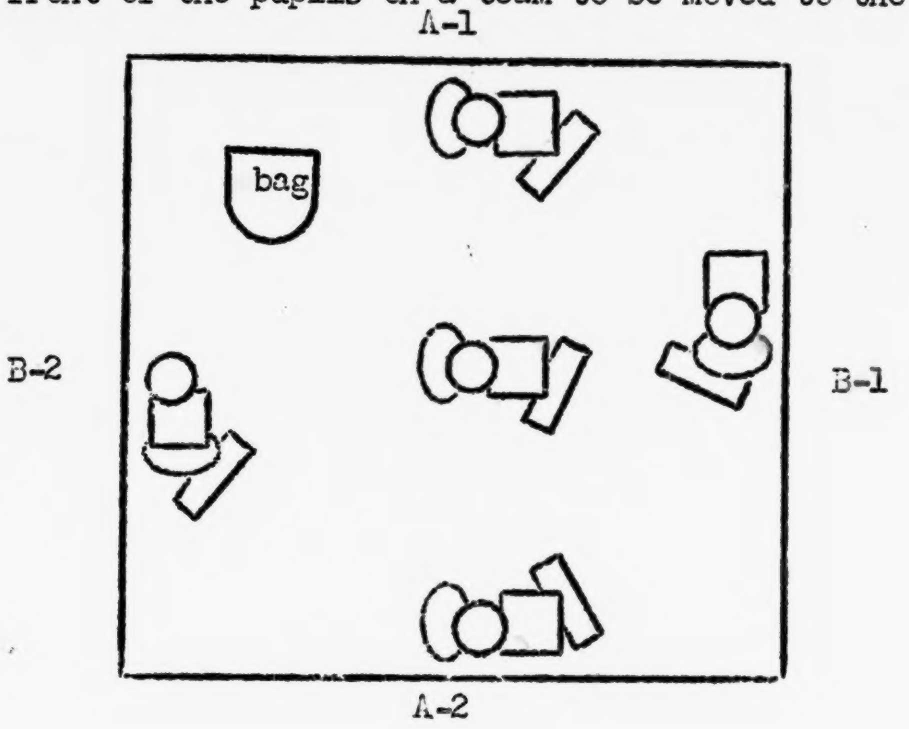
2) A-1 has a paper bag which contains the following things:

a knot (2)
a pen (2)
a seed (2)
a leaf (2)

3) One of each of these items is also in the middle of the table.

Aim: For all the things in front of the pupils on a team to be moved to the middle of the table.

Starting Position:



Description of Play:

A-1: Holds the bag under the table and takes two things out of it (e.g. a pen and a leaf).
He looks at the things in front of A-2. A-2 has both a pen and a leaf.
A-1 says to A-2: TAKE A PEN AND A LEAF.
A-2 takes a pen and a leaf from the middle of the table and puts them next to the ones in front of him.
A-1 holds up his pen and leaf. They match the two pairs that A-2 has.
A-2 puts the two pens and two leaves back in the middle of the table.
A-1 puts his pen and leaf back in the bag and gives the bag to B-1.

B-1: Holds the bag under the table and takes one thing out of it (e.g. a knot and a seed).
He looks at the things in front of B-2. B-2 has both a knot and a seed.
B-1 says to B-2: TAKE A KNOT AND A SEED.
B-2 takes a knot and a seed from the middle of the table and puts them next to the ones in front of him.
B-1 holds up his knot and seed. They match the two pairs that B-2 has.
B-2 puts his knots and seeds back in the middle of the table.
B-1 puts his knot and seed back in the bag and gives the bag to A-2.

A-2 does the same thing as A-1 and B-1 have done. He may take any two things from the bag, but then he must look at A-1's things. If A-1 does not have the same things in front of him, A-2 must take different things (or it may be just one different thing) from the bag. Here is what happens if he doesn't.

A-2: Holds the bag under the table and takes two things out of it (e.g. a seed and a leaf).
He looks at the things in front of A-1. A-1 has a seed, but not a leaf.
A-2 says to A-1: TAKE A SEED AND A LEAF.
A-1 takes a seed and a leaf from the middle of the table, but only the seed matches what he has in front of him. He puts the two seeds and the leaf back in the middle of the table.
A-2 puts his seed and leaf back into the bag and gives it to B-2.

A mistake will also occur if someone takes the wrong thing from the middle of the table. The things will not match three ways.

MODIFIED UNIT #5

Pattern: GIVE ME A RED PEN.
GREEN SEED
LEAF

Teaching Point:

The Presentation teaches the addition of adjectives to noun constructions. The Communication Activity emphasizes the use of adjectives to distinguish one object from another (e.g. red pen/green pen).

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PRESENTATION

Teacher needs: 1 red pen 1 green pen
1 red seed 1 green seed
1 red leaf 1 green leaf

Each group needs: 4 red pens 2 green pens
4 red seeds 2 green seeds
4 red leaves 2 red leaves

Additional Materials:

Even though there are no new nouns in this lesson, it is very important to show the students red things and green things of different sizes and shapes so that they know that "red" and "green" describe color only.

Additional Vocabulary:

In any of the lessons that use colors in the pattern, you may teach the names of anything which you can show in the different colors in the patterns. Here are some possibilities:

PENCIL BOOK CRAYON

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a red pen.	A RED PEN	A RED PEN	
2. Holds up a red seed.	A RED SEED	A RED SEED	
3. Holds up a red leaf.	A RED LEAF	A RED LEAF	
4. Holds up other red things and names each one.	A RED _____	A RED _____	
5. Holds up a red pen.	TAKE A RED PEN.		They do it.
6. Holds up a red seed,	TAKE A RED SEED.		They do it.
7. Holds up a red leaf.	TAKE A RED LEAF.		They do it.
8. Points to A-2 and B-2; holds up a red seed.	SAY: TAKE A RED SEED.	(A-2 and B-2 say) TAKE A RED SEED.	A-1 and B-1 do it.
9. Points to A-1 and B-1; holds up a red pen.	SAY: TAKE A RED PEN.	(A-1 and B-1 say) TAKE A RED PEN.	A-2 and B-2 do it.
10. Holds up a green leaf.	A GREEN LEAF	A GREEN LEAF	
11. Holds up a green pen.	A GREEN PEN	A GREEN PEN	

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Holds up a green seed.	A GREEN SEED	A GREEN SEED	
13.	Holds up a red seed.	A RED SEED	A RED SEED	
14.	Holds up a red leaf.		A RED LEAF	
15.	Holds up a green pen.		A GREEN PEN	
16.	Holds up a red pen.		A RED PEN	
17.	Points to A-2 and B-2; holds up a red leaf.	SAY: GIVE ME A RED LEAF.	(A-2 and B-2 say) GIVE ME A RED LEAF.	A-1 and B-1 do it.
18.	Points to A-1 and B-1; holds up a green pen.	SAY: GIVE ME A GREEN PEN.	(A-1 and B-1 say) GIVE ME A GREEN PEN.	A-2 and B-2 do it.
19.	Points to A-2 and B-2; holds up a green seed.	SAY: GIVE ME A GREEN SEED.	(A-2 and B-2 say) GIVE ME A GREEN SEED.	A-1 and B-1 do it.
20.	Points to A-1 and B-1; holds up a red leaf.	SAY: GIVE ME A RED LEAF.	(A-1 and B-1 say) GIVE ME A RED LEAF.	A-2 and B-2 do it.
21.	Points to A-2 and B-2.	SAY: GIVE ME A GREEN LEAF.	(A-2 and B-2 say) GIVE ME A GREEN LEAF.	A-1 and B-1 do it.
22.	Points to A-1 and B-1.	SAY: GIVE ME A RED SEED.	(A-1 and B-1 say) GIVE ME A RED SEED.	A-2 and B-2 do it.
23.	Points to A-2 and B-2.	SAY: GIVE ME A RED PEN.	(A-2 and B-2 say) GIVE ME A RED PEN.	A-1 and B-1 do it.
24.	Points to A-1 and B-1.	SAY: GIVE ME A GREEN PEN.	(A-1 and B-1 say) GIVE ME A GREEN PEN.	A-2 and B-2 do it.
25.	Points to A-2 and B-2; holds up a red leaf.		(A-2 and B-2 say) GIVE ME A RED LEAF.	A-1 and B-1 do it.
26.	Points to A-1 and B-1; holds up a green seed.		(A-1 and B-1 say) GIVE ME A GREEN SEED.	A-2 and B-2 do it.

COMMUNICATION ACTIVITY

Materials Needed:

1) Each group has the following objects, distributed among the pupils so that each one has three different things in front of him.

a red pen (2)
a red seed(2)
a red leaf(2)
a green pen (2)
a green seed(2)
a green leaf(2)

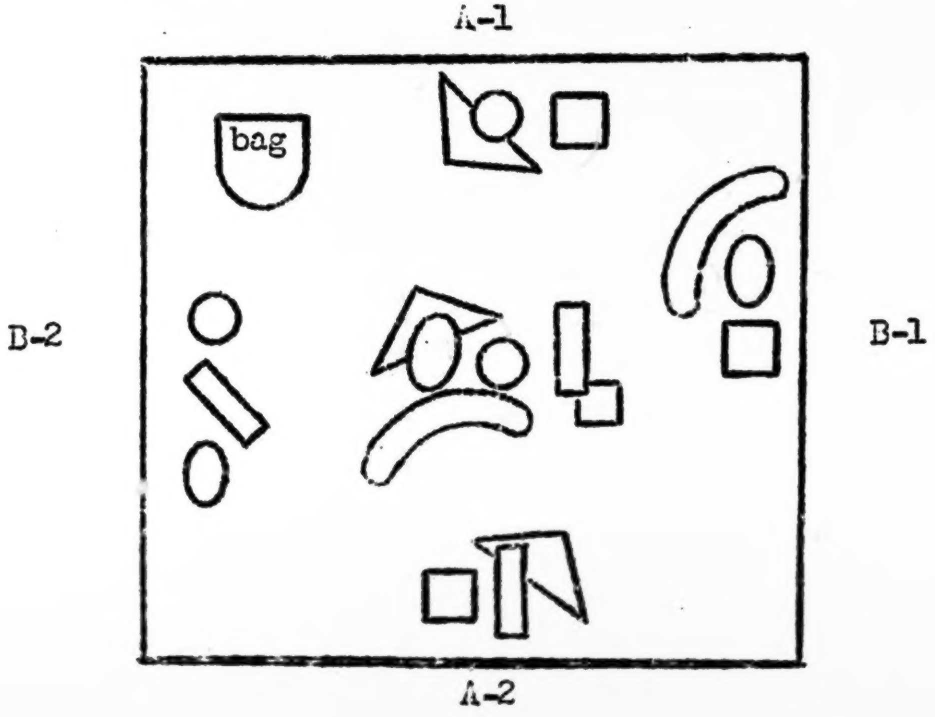
2) A-1 has a bag which contains the following things:

a red pen (1)
a red seed(1)
a red leaf(1)
a green pen (1)
a green seed(1)
a green leaf(1)

3) One of each of these things is also in the middle of the table.

Aim: For all the things in front of the pupils on a team to be moved to the middle of the table.

Starting Position:



Description of Play:

A-1: Takes one thing out of the bag (e.g. a red pen),
It matches one of the things he has in front of him.
He says: GIVE ME A RED PEN.
A-2 gives him a red pen from the center of the table.
The three objects match. A-1 puts two of them back in the middle of the table and gives the bag to B-1.

B-1: Takes one thing out of the bag (e.g. a green leaf).
It matches one of the things he has in front of him.
He says: GIVE ME A GREEN LEAF.
B-2 gives him a green leaf from the middle of the table.
The three objects match. B-1 puts two of them back in the middle of the table and gives the bag to A-2.

A-2 does the same thing as A-1 and B-1 have done. He may take anything he wants out of the bag, but it must match something that he has in front of him. If he does not have the same thing in front of him, he must take a different thing from the bag. Here is what happens if he doesn't.

A-2: Takes one thing out of the bag (e.g. a green seed).
It does not match any of the things he has in front of him.
He says: GIVE ME A GREEN SEED.
A-1 gives him a green seed from the middle of the table.
The green seed matches the one A-2 has taken from the bag, but does not match anything on the table.
A-2 puts one green seed back in the middle of the table, the other in the bag, and gives the bag to B-2

Another mistake will occur if someone takes the wrong thing from the middle of the table. The things will not match three ways.

Remember that the thing which is taken from the bag must always be returned to the bag before it is passed on. There are always the same number of things in the bag.

MODIFIED UNIT #6

Pattern:	TAKE	A	RED	SEED.
	GIVE ME		GREEN	LEAF
				FLOWER

Teaching Points:

1. The Presentation is a drill on the contrast between "take" and "give me." Steps 20-22 will help you to see whether the pupils are sure of the difference between the two. You may add as many steps of the same kind as 20-22 as you feel are necessary---just use different nouns and adjectives in the two patterns, acting out the pattern without saying anything.

2. Allow more time than in Units #1-5 for the Communication Activity. It has some new things in it and will take three rounds to complete. When the bag has gone around the table three times, it will be empty and each team should count the number of things they have in front of them.

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#6

PRESENTATION

Teacher needs: 1 red seed 1 green seed
1 red leaf 1 green leaf
1 red flower 1 green flower

Each group needs: 2 red seeds 2 green seeds
2 red leaves 2 green leaves
2 red flowers 2 green flowers

Additional Materials:

Probably the green flower that you use will be a grass flower. Since grass flowers are small and do not beautiful petals, it is very important that you show the many different examples of flowers.

Additional Vocabulary:

Now you may use additional adjectives as well as nouns. The additional nouns are as follows:

PENCIL BOOK CRAYON BERRY BUTTON FRUIT

The additional adjectives which would suit this lesson are:

BLUE YELLOW ORANGE

You should use new colors only if you are sure the students understand "red" and "green." Do not use additional colors in the Communication Activity.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a flower (any color)	A FLOWER	A FLOWER	
2. Holds up another flower.	A FLOWER	A FLOWER	
3. Holds up a different flower.	A FLOWER	A FLOWER	
4. Holds up a red flower.	A RED FLOWER	A RED FLOWER	
5. Holds up a green flower.	A GREEN FLOWER	A GREEN FLOWER	
6. Points to A-1 and B-1;	SAY: TAKE A RED FLOWER.	(A-1 and B-1 say) TAKE A RED FLOWER.	A-2 and B-2 do it.
7. Points to A-2 and B-2; holds up a green flower.	SAY: TAKE A GREEN FLOWER.	(A-2 and B-2 say) TAKE A GREEN FLOWER.	A-1 and B-1 do it.
8. Points to A-1 and B-1; holds up a green leaf.	SAY: TAKE A GREEN LEAF.	(A-1 and B-1 say) TAKE A GREEN LEAF.	A-2 and B-2 do it.
9. Points to A-2 and B-2; holds up a red leaf.	SAY: TAKE A RED LEAF	(A-2 and B-2 say) TAKE A RED LEAF.	A-1 and B-1 do it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Points to A-1 and B-1; holds up a red seed.	SAY: TAKE A RED SEED.	(A-1 and B-1 say) TAKE A RED SEED.	A-2 and B-2 do it.
11.	Points to A-2 and B-2; holds up a green seed.	SAY: TAKE A GREEN SEED.	(A-2 and B-2 say) TAKE A GREEN SEED.	A-1 and B-1 do it.
12.	Points to A-1 and B-1.	SAY: TAKE A GREEN LEAF.	(A-1 and B-1 say) TAKE A GREEN LEAF.	A-2 and B-2 do it.
13.	Points to A-2 and B-2.	SAY: TAKE A RED FLOWER.	(A-2 and B-2 say) TAKE A RED FLOWER.	A-1 and B-1 do it.
14.	Points to A-1 and B-1.	SAY: TAKE A GREEN LEAF.	(A-1 and B-1 say) TAKE A GREEN LEAF.	A-2 and B-2 do it.
15.	Points to A-2 and B-2.	SAY: TAKE A RED FLOWER.	(A-2 and B-2 say) TAKE A RED FLOWER.	A-1 and B-1 do it.
16.	Points to A-1 and B-1; holds up a green leaf.		(A-1 and B-1 say) TAKE A GREEN LEAF.	A-2 and B-2 do it.
17.	Points to A-2 and B-2; holds up a red flower.		(A-2 and B-2 say) TAKE A RED FLOWER.	A-1 and B-1 do it.
18.	Points to A-1 and B-1;	SAY: GIVE ME A RED SEED.	(A-1 and B-1 say) GIVE ME A RED SEED.	A-2 and B-2 do it.
19.	Points to A-2 and B-2;	SAY: GIVE ME A RED LEAF.	(A-2 and B-2 say) GIVE ME A RED LEAF.	A-1 and B-1 do it.
20.	Points to A-1 and B-1; acts out "give" with a green flower.		(A-1 and B-1 say) GIVE ME A GREEN FLOWER.	A-2 and B-2 do it.
21.	Points to A-2 and B-2; acts out "give" with a green seed.		(A-2 and B-2 say) GIVE ME A GREEN SEED.	A-1 and B-1 do it.
22.	Points to A-1 and B-1; acts out "take" with a red leaf.		(A-1 and B-1 say) TAKE A RED LEAF.	A-2 and B-2 do it.

COMMUNICATION ACTIVITY

Materials needed: 1) Each group has the following objects, distributed among the pupils so that each one has three different things in front of him.

a red seed	(2)	a green seed	(2)
a red leaf	(2)	a green leaf	(2)
a red flower	(2)	a green flower	(2)

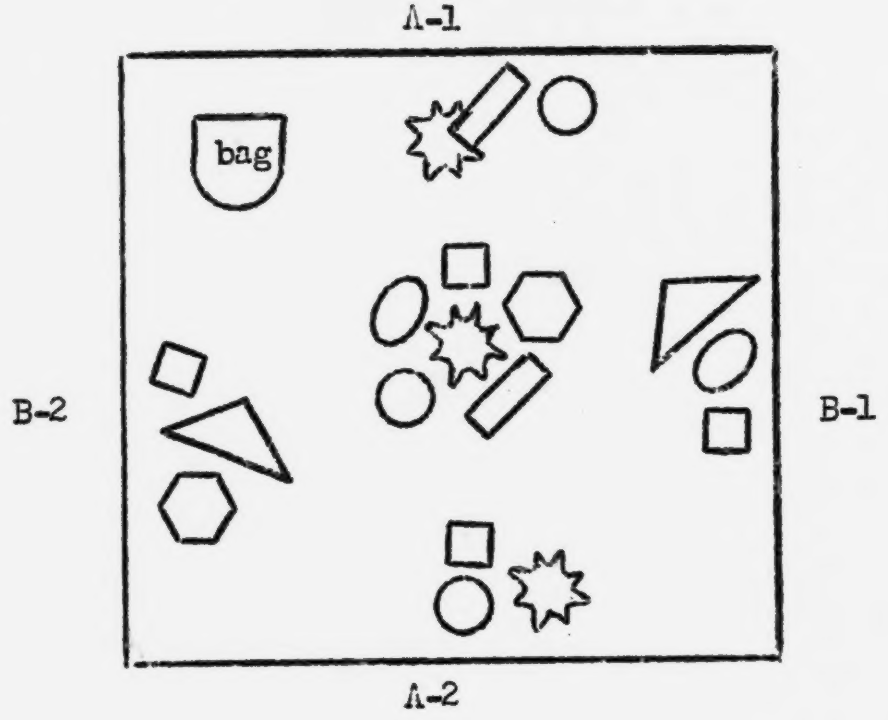
2) A-1 has a bag which contains the following things:

a red seed	(2)	a green seed	(2)
a red leaf	(2)	a green leaf	(2)
a red flower	(2)	a green flower	(2)

3) One of each of these six things is in the middle of the table.

Aim: For a team to get objects from the middle of the table to match the ones they have in front of him.

Starting Position:



Description of Play:

This Communication Activity is more difficult than the ones that have come before because there are several correct things that the pupils can do. Look closely at the play of A-1 and B-1. A-1 must use the pattern "give me a _____," while B-1 must use the pattern "take a _____."

A-1: Holds the bag under the table and takes one thing out of it (e.g. a red leaf).
It matches one of the things he has in front of him.
He says to A-2: GIVE ME A RED LEAF.
A-2 gives him a red leaf from the middle of the table.
The three red leaves match. A-1 keeps two of them and puts one of them back in the middle of the table (not back in the bag) and gives the bag to B-1.

B-1: Holds the bag under the table and takes one thing out of it (e.g. a green seed).
It does not match anything he has in front of him, but it does match something in front of B-2.
B-1 says to B-2: TAKE A GREEN SEED.
B-2 takes a green seed from the middle of the table.
It matches the one from the bag and the one in front of him. B-2 keeps his two green seeds.
B-1 puts the green seed from the bag in the middle of the table and gives the bag to A-2.

Several different mistakes can happen in this activity. The pupils may choose the wrong pattern or the wrong vocabulary or the wrong object. In each case the result is the same: there will not be a three-way match and neither of the pupils on the team can keep an object from the middle of the table. Here are two mistakes:

A-2: Holds the bag under the table and takes one thing out of it (e.g. a red flower).
It does not match anything he has in front of him.
It does not match anything in front of A-1.
A-2 says to A-1: GIVE ME A RED FLOWER.
A-1 gives him a red flower from the middle of the table.
There is only a two-way match. A-2 puts both red flowers in the middle of the table and gives the bag to B-2.

B-2: Holds the bag under the table and takes one thing out of it (e.g. a green leaf).
It matches one of the things he has in front of him, but it does not match anything in front of B-1.
B-2 says to B-1: TAKE A GREEN LEAF.
B-1 takes a green leaf from the middle of the table but he cannot match it with anything in front of him.
B-1 puts his green leaf back in the middle of the table.
B-2 puts the green leaf from the bag in the middle of the table and gives it to bag A-1.

Remember: If the thing that a player takes from the bag matches both something that is in front of him and something that is in front of his partner, he may use either pattern (i.e. "give me ____" or "take a ______" and the play will still be correct.

MODIFIED UNIT #7

Pattern:	GIVE	ME	A	RED	PEN.
		A-1		BLACK	LEAF
		A-2			SEED
		B-1			
		B-2			

Teaching Points:

1. The Presentation teaches new contrasting vocabulary in the indirect object position.

2. In the Presentation pupils are called by the names which correspond to their position in Communication Activities (e.g. A-1, B-1, etc.). In the Communication Activity itself, they may use these names or their own names.

3. The Communication Activity uses counters for the first time. A pupil takes a counter whenever he makes a correct play. The counters may be ordinary matchsticks, but remember: if you want to call them counters and have the students call them counters, you must teach this word as a new vocabulary.

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PRESENTATION

Teacher needs: 1 black pen 1 red pen
1 black leaf 1 red leaf
1 black seed 1 red seed

Each group needs: 4 black pens 4 red pens
4 black leaves 4 red leaves
4 black seeds 4 red seeds

Additional Materials:

When you show black things to teach the meaning of "black," try to use things that are very clearly black, because you may wish to teach the color "gray" in this lesson or in another. If you cannot get black leaves, use only pens and seeds in the presentation or introduce "gray" or "brown" right away.

Additional Vocabulary:

Here are some other colors you can use if you haven't taught them already and if you can get objects which are these colors.

BLUE YELLOW ORANGE BROWN GRAY

Here are some nouns which you might find in the colors listed above or in black and red.
PENCIL BOOK CRAYON BERRY BUTTON FRUIT NUT
NAIL PEBBLE

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a black pen.	A BLACK PEN	A BLACK PEN	
2.	Holds up a black leaf.	A BLACK LEAF	A BLACK LEAF	
3.	Holds up a black seed.	A BLACK SEED	A BLACK SEED	
4.	Shows other things which are black.	A BLACK ________	A BLACK ________	
5.	Holds up a red pen.	A RED PEN	A RED PEN	
6.	Holds up a red pen.	TAKE A RED PEN.		They do it.
7.	Holds up a black pen.	TAKE A BLACK PEN.		They do it.
8.		TAKE A RED LEAF.		They do it.
9.		TAKE A BLACK SEED.		They do it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Points to A-1 and B-1; holds up a red seed.	SAY: GIVE ME A RED SEED.	(A-1 and B-1 say) GIVE ME A RED SEED.	A-2 and B-2 do it.
11.	Points to A-2 and B-2; holds up a black leaf.	SAY: GIVE ME A BLACK LEAF.	(A-2 and B-2 say) GIVE ME A BLACK LEAF.	A-1 and B-1 do it.
12.	Points to A-1 and B-1; holds up a black pen.	SAY: GIVE ME A BLACK PEN.	(A-1 and B-1 say) GIVE ME A BLACK PEN.	A-2 and B-2 do it.
13.	Points to A-2 and B-2; holds up a red leaf.	SAY: GIVE ME A RED LEAF.	(A-2 and B-2 say) GIVE ME A RED LEAF.	A-1 and B-1 do it.
14.	Points to A-1 and B-1; holds up a red pen.		(A-1 and B-1 say) GIVE ME A RED PEN.	A-2 and B-2 do it.
15.	Points to A-2 and B-2; holds up a black leaf.		(A-2 and B-2 say) GIVE ME A BLACK LEAF.	A-1 and B-1 do it.
16.	Points to A-1 and B-1; holds up a red leaf.		(A-1 and B-1 say) GIVE ME A RED LEAF.	A-1 and B-1 do it.
17.	Points to A-2 and B-2; holds up a black pen.		(A-2 and B-2 say) GIVE ME A BLACK PEN.	A-2 and B-2 do it.
18.	Points to A-1 with one hand; indicates A-2 with the other.	GIVE A-2 A BLACK SEED.		A-1 does it.
19.	Points to B-1 with one hand; indicates B-2 with the other.	GIVE B-2 A RED LEAF.		B-1 does it.
20.	Points to A-1 and B-1; indicates A-2.	GIVE A-2 A BLACK PEN.		A-1 and B-1 do it.
22.	Points to A-2 and B-2;	GIVE A-1 A RED SEED.		A-2 and B-2 do it.
23.	Points to A-2; indicates B-1.	SAY: GIVE B-1 A RED PEN.	(A-2 says) GIVE B-1 A RED PEN.	A-1 does it.
24.	Points to B-2; indicates A-1.	SAY: GIVE A-1 A RED LEAF.	(B-2 says) GIVE A-1 A RED LEAF.	B-1 does it.

COMMUNICATION ACTIVITY

Materials needed:

1) Each group has the following objects, distributed among the pupils so that each one has three different things in front of him.

a black pen	(2)	a red pen	(2)
a black leaf	(2)	a red leaf	(2)
a black seed	(2)	a red seed	(2)

2) A-1 has a bag which contains the following things:

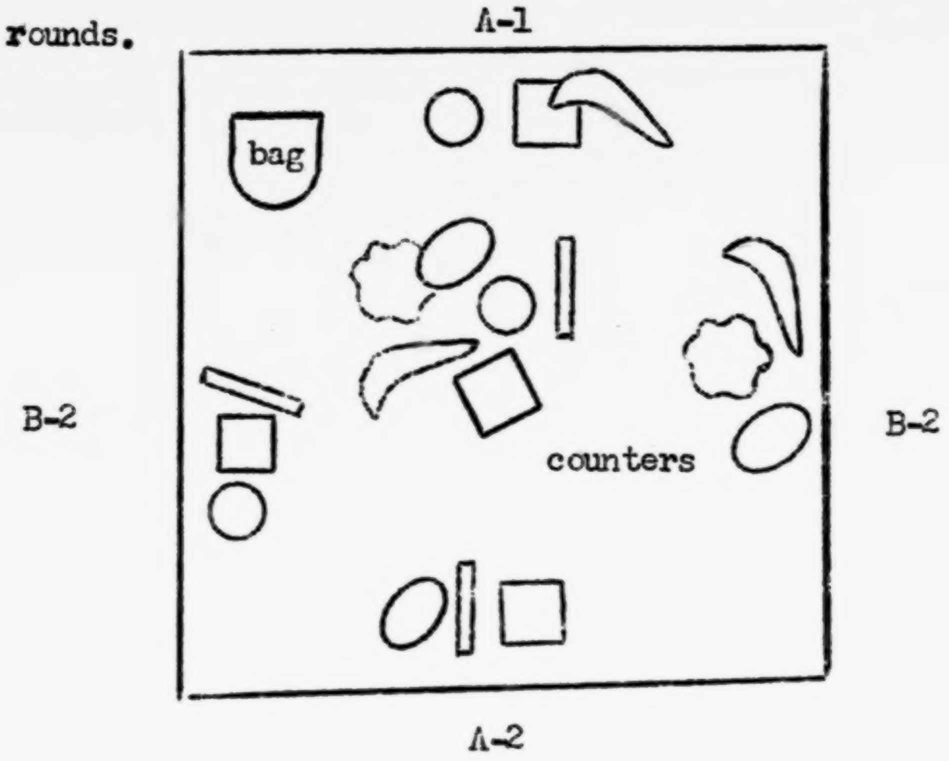
a black pen	(2)	a red pen	(2)
a black leaf	(2)	a red leaf	(2)
a black seed	(2)	a red seed	(2)

3) One of each of these things is in the middle of the table.

4) 12 counters (matchsticks) are in the middle of the table.

AIM: To see which team gets the most counters in three rounds.

Starting Position:



Description of Play:

A-1: Holds the bag under the table and takes one thing out of it (e.g. a black pen).
It matches one of the things he has in front of him.
He says to A-2: GIVE ME A BLACK PEN.
A-2 gives A-1 a black pen from the middle of the table. A-1 matches it with the one in front of him and the one from the bag.
He puts two of them in the middle of the table and gives the bag to B-1. Then he takes a matchstick.

B-1: Holds the bag under the table and takes one thing out of it (e.g. a red flower).
It matches one of the things in front of A-2.
B-1 says to B-2: GIVE A-2 A RED FLOWER.
B-2 gives A-2 a red flower from the middle of the table. B-1 matches the red flower from the bag with the two in front of A-2. A-2 puts one of his red flowers back in the middle of the table. B-1 puts the red flower from the bag in the middle of the table and gives the bag to A-2. He takes a matchstick.

A-2 must take something from the bag as A-1 and B-1 have done. Then he must look around the table to see who has a matching object. Two of the players will have a matching object. If one of them is his partner, (A-1), he must look for the other object because he cannot use the pattern "give _____" with his partner. Here are two mistakes that can happen.

A-2: Holds the bag under the table and takes one thing out of it (e.g. a red seed).
It matches one of the thing in front of B-1.
A-2 says to A-1: GIVE B-1 A RED SEED.
A-1 gives B-1 a red leaf from the middle of the table. B-1 does not have a red leaf. The red leaf from the middle of the table does not match anything he has. A-1 puts the red leaf back in the middle of the table. A-2 puts his red seed in the middle of the table and gives the bag to B-2. He does not take a matchstick.

B-2: Holds the bag under the table and takes one thing out of it (e.g. a black leaf).
It matches one of the things in front of A-2.
B-2 says to B-1: GIVE A-1 A BLACK LEAF.
B-1 gives A-1 a black leaf from the middle of the table. A-1 does not have a black leaf. The black leaf from the middle of the table does not match anything he has. B-1 puts the black leaf back in the middle of the table. B-2 puts his black leaf in the middle of the table and gives the bag to A-1. He does not take a matchstick.

Remember: If the thing that a player takes from the bag matches something that is in front of both the players on the other team, he may choose either player to have the object given to (e.g. A-1 or A-2 may say: GIVE B-1 ... or GIVE B-2). He may also choose to have something given to himself or to another player if he and another player have the same object in front of them.

AA000114

FINAL REPORT

Project No. HE-084
Grant No. SAE 4-10-027

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

Appendix I.

Part 2

Communication Activities 31-80

January 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

ED 018 676

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

GERALD DYKSTRA
Principal Investigator

Appendix I.

Part 2

Communication Activities 31-80

January 1967

Teachers College, Columbia University
New York, New York

Council for Public Schools, Inc.
Boston, Mass.

UNIT #31

Pattern:	SHOW	ME	A	TREE(S).
		US	TWO	SQUARE(S)
		A-2		COAT(S)
				STICK(S)

Teaching Points:

1. The Presentation introduces "us" in the indirect object position. The word "square" is also introduced.

2. The Activity introduces a new type of play. For example: A-1 takes a card of a tree. If he does not have a matching object, he asks B-1 to show him a tree. If he does have a matching object, he does not ask B-1 to show him a tree. In other words, the aim is not to win counters by matching objects, but instead, the aim is to be shown objects that one does not have.

3. Act out "us" by standing between A-1 and A-2. Have A-1 point to himself and A-2, saying "us." Have A-2 point to himself and A-1, saying "us." Do likewise with the B team.

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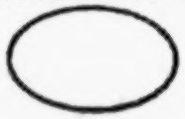
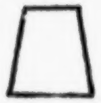
#31

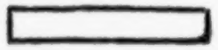
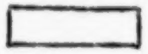
PRESENTATION

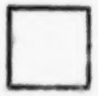
Teacher needs the following shapee objects:

2 red trees
2 red coats
2 red sticks
2 red squares

Each group needs the following shapee pieces:

5 red  5 red 

5 red  5 red 

5 red 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		MAKE FIVE RED TREES		They do it.
2.		TAKE FIVE RED COATS.		They do it.
3.	Holds up a square	A SQUARE	A SQUARE	
4.		TAKE FIVE RED SQUARES		They do it.
5.		TAKE FIVE LITTLE RED STICKS.		They do it.
6.	Acts out "us."	US	US	They imitate the teacher.
7.	Points to A-1; holds up a house.	SAY: SHOW ME A HOUSE	SHOW ME A HOUSE	A-2 does it.
8.	Points to B-1; holds up 2 coats.	SAY: SHOW ME TWO COATS.	SHOW ME TWO COATS.	B-2 does it.
9.	Points to A-2; holds up a stick.	SAY:	SHOW ME A STICK	A-1 does it.
10.	Points to B-2; holds up 2 trees.	SAY:	SHOW ME TWO TREES.	B-1 does it.

	TEACHER		CLASS	#31
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to B-1; holds up a house.	SAY: SHOW B-2 A HOUSE	SHOW B-2 A HOUSE.	A-1 does it.
12.	Points to B-2; holds up a coat.	SAY: SHOW B-1 A COAT.	SHOW B-1 A COAT.	A-2 does it.
13.	Points to A-2; holds up 2 trees.	SAY: SHOW A-1 TWO TREES.	SHOW A-1 TWO TREES.	B-2 does it.
14.	Points to B-1; holds up a stick; indicates B-2.	SAY:	SHOW B-2 A STICK.	A-1 does it.
15.	Points to B-2; holds up 2 coats; indicates B-1.		SHOW B-1 TWO COATS.	A-2 does it.
16.	Points to A-1; holds up a tree; indicates A-2.		SHOW A-2 A TREE.	B-1 does it.
17.	Points to A-1; holds up 2 houses; indicates the A team.	SAY: SHOW US TWO HOUSES	SHOW US TWO HOUSES	B-1 does it.
18.	Points to A-2; holds up 2 trees; indicates the A team.	SAY: SHOW US TWO TREES.	SHOW US TWO TREES.	B-2 does it.
19.	Points to B-1; holds up 2 coats; indicates the B team.	SHOW US TWO COATS.	SHOW US TWO COATS.	A-1 does it.
20.	Points to B-2; holds up 2 sticks; indicates the B team.	SHOW US TWO STICKS.	SHOW US TWO STICKS.	A-2 does it.
21.	Points to A-1.	TAKE A TREE, A COAT AND A HOUSE.		He does it.
22.	Points to B-1.	TAKE TWO HOUSES AND A STICK.		He does it.
23.	Points to A-2.	TAKE TWO TREES AND A STICK.		He does it.
24.	Points to B-2.	TAKE TWO COATS AND A STICK.		He does it.
25.	Points to A-2 and B-1, acts out "changing places."	A-2 AND B-1 CHANGE PLACES.		They do it.

#31

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation.

Set #1 (in the middle of the table):

2 squares   2 coats   2 trees   2 sticks

Set #2 (distributed three to each pupil during the Presentation)

3 squares   3 trees   3 coats   3 sticks

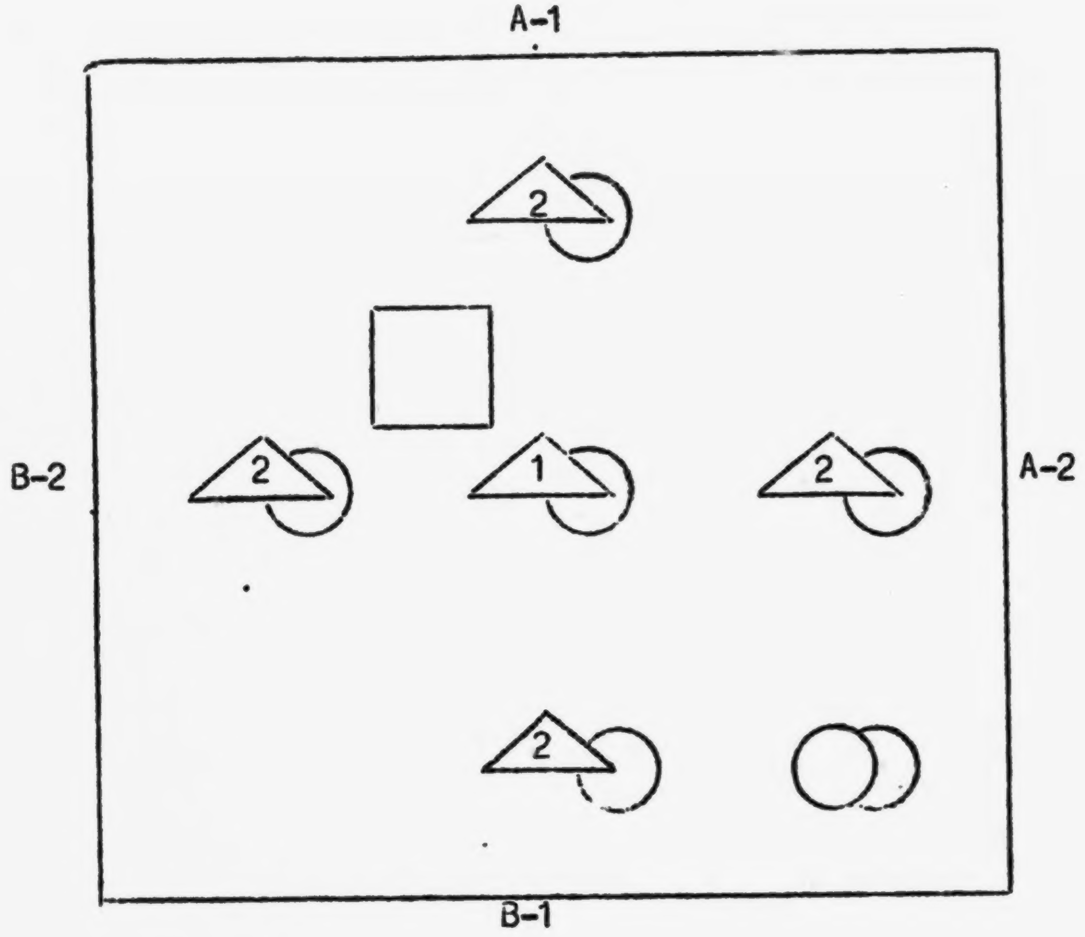
2) The following picture cards, mixed and face down on the table:

a red square (2)
a red tree (2)
a red coat (2)
a red stick (2)

3) Counters

Aim: To get the most counters for the team.

Starting Position:



Description of Play:

A-1: Takes a card (a coat).
He has a matching Set #2 object. A-2 does not have a matching Set #2 object.
He says to B-1: SHOW A-2 A COAT.
B-1 shows A-2 a coat from Set #1.
The Set #1 object and the card match, and A-2 does not have a matching Set #2 object.
A-1 puts the card back under the pack.
B-1 returns the Set #1 object.
A-1 and B-1 each take a counter.

B-1: Takes a card (a tree).
He does not have a matching Set #2 object. B-2 does not have a matching Set #2 object.
He says to A-1: SHOW US TWO TREES.
A-1 does it.
The Set #1 objects and the card match, and neither B-1 nor B-2 has a tree.
B-1 puts the card back under the pack.
A-1 returns the Set #1 objects.
A-1 and B-1 each take a counter.

A-2: Takes a card (a tree).
A-1 has a matching Set #2 object. A-2 has two matching Set #2 objects.
He shows the card and puts it back under the pack.
He takes another card (a coat).
A-1 has a matching Set #2 object. A-2 does not have a matching Set #2 object.
He says to B-2: SHOW ME A COAT. B-2 shows A-2 a coat from Set #1.
The Set #1 object and the card match, and A-2 does not have a matching Set #2 object.
A-2 puts the card back under the pack.
A-1 returns the Set #1 object.
A-2 and B-2 each take a counter.

*B-2: Takes a card (a stick).
B-1 hes a matching Set #2 object. B-2 does not have a matching Set #2 object.
He says to A-2: SHOW US A STICK.
A-2 does it.
The Set #1 object and the card match, but B-1 has a matching Set #2 object.
B-2 puts the card back under the pack. He takes a counter.
A-2 returns the Set #1 object. He does not take a counter.

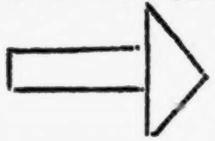
* A mistake has been included in this description.

UNIT #32

Pattern:	MOVE	THE	SQUARE	TO	THE	LEFT.
			STICK			RIGHT.

Teaching Points:

1. The Presentation introduces the verb "move" and two direction phrases: "to the left" and "to the right." When pointing in a direction, always hold a red shapee arrow (see diagram) in your hand.



2. The Activity introduces a new type of play:

   A. In the first play (two rounds) only A-1 and B-1 speak while A-2 and B-2 respond to the statements of their team mates. In the next play, only A-2 and B-2 speak while A-1 and B-1 respond in turn.

   B. There are no cues for the speaker. He can "say" whichever direction he prefers. Then, both he and his partner follow this direction. You will probably have to help the individual groups during the activity to speak without cues.

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#32

PRESENTATION

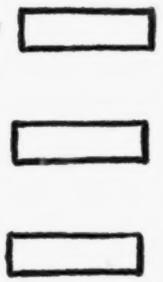
Teacher needs: 1) The following shapee objects:

1 yellow square
1 green square
1 red arrow
1 yellow stick
1 green stick

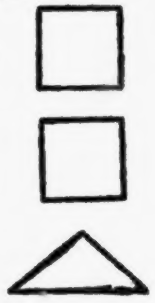
2) The Direction Board from the picture book (to be hung up with the checkered square in the lower right hand corner).

Each group needs: 1) The following shapees:

2 yellow
2 green
4 red



2 yellow
2 green
4 red



2) Four Direction Boards.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1 and A-2.	TAKE A YELLOW SQUARE		A-1 and A-2 do it.
2. Points to B-1 and B-2.	TAKE A GREEN SQUARE		B-1 and B-2 do it.
3. Points to A-1 and A-2.	TAKE A YELLOW STICK.		A-1 and A-2 do it.
4. Points to B-1 and B-2.	TAKE A GREEN STICK.		B-1 and B-2 do it.
5. Holds up the arrow.	MAKE AN ARROW.		They do it.
6. Faces the blackboard. Holding the arrow in his left hand, he points to the left.	TO THE LEFT.	TO THE LEFT.	They point to the left, with the arrow in their left hand.
7. Points to the left.	TO THE LEFT.	TO THE LEFT.	They do it.
8. Points to the left.		TO THE LEFT.	They do it.
9. Points to the right.	TO THE RIGHT.	TO THE RIGHT.	They do it.
10. Points to the right.	TO THE RIGHT.	TO THE RIGHT.	They do it.
11. Points to the right.		TO THE RIGHT.	They do it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Hangs the Direction Board on the blackboard.			
13.	Points in front of himself.	PUT YOUR BOARD HERE.		They do it.
14.	Points to Square No. 2 on the Direction Board.	PUT THE SQUARE HERE.		They do it.
15.	Points to Square No. 3.	PUT THE STICK HERE.		They do it.
16.	Points to the left facing the blackboard.	SAY: MOVE THE SQUARE TO THE LEFT.	MOVE THE SQUARE TO THE LEFT.	They do it. They do it.
17.	Points to the left.	SAY: MOVE THE STICK TO THE LEFT.	MOVE THE STICK TO THE LEFT.	They do it.
18.	Points to the left; holds up the stick.	SAY:	MOVE THE STICK TO THE LEFT.	They do it.
19.	Points to the left; holds up the square.	SAY:	MOVE THE SQUARE TO THE LEFT.	They do it.
20.	Points to the right.	SAY: MOVE THE SQUARE TO THE RIGHT.	MOVE THE SQUARE TO THE RIGHT.	They do it.
21.	Points to the right.	SAY: MOVE THE SQUARE TO THE RIGHT.	MOVE THE SQUARE TO THE RIGHT.	They do it.
22.	Points to the right; holds up the square.		MOVE THE SQUARE TO THE RIGHT.	They do it.
23.	Points to the left; holds up the stick.		MOVE THE STICK TO THE LEFT.	They do it.
24.	Points to the left; holds up the square.		MOVE THE SQUARE TO THE LEFT.	They do it.
25.	Points to the right; holds up the stick.		MOVE THE STICK TO THE RIGHT.	They do it.
26.	Points to the left; holds up the square		MOVE THE SQUARE TO THE LEFT.	They do it.

#32

COMMUNICATION ACTIVITY

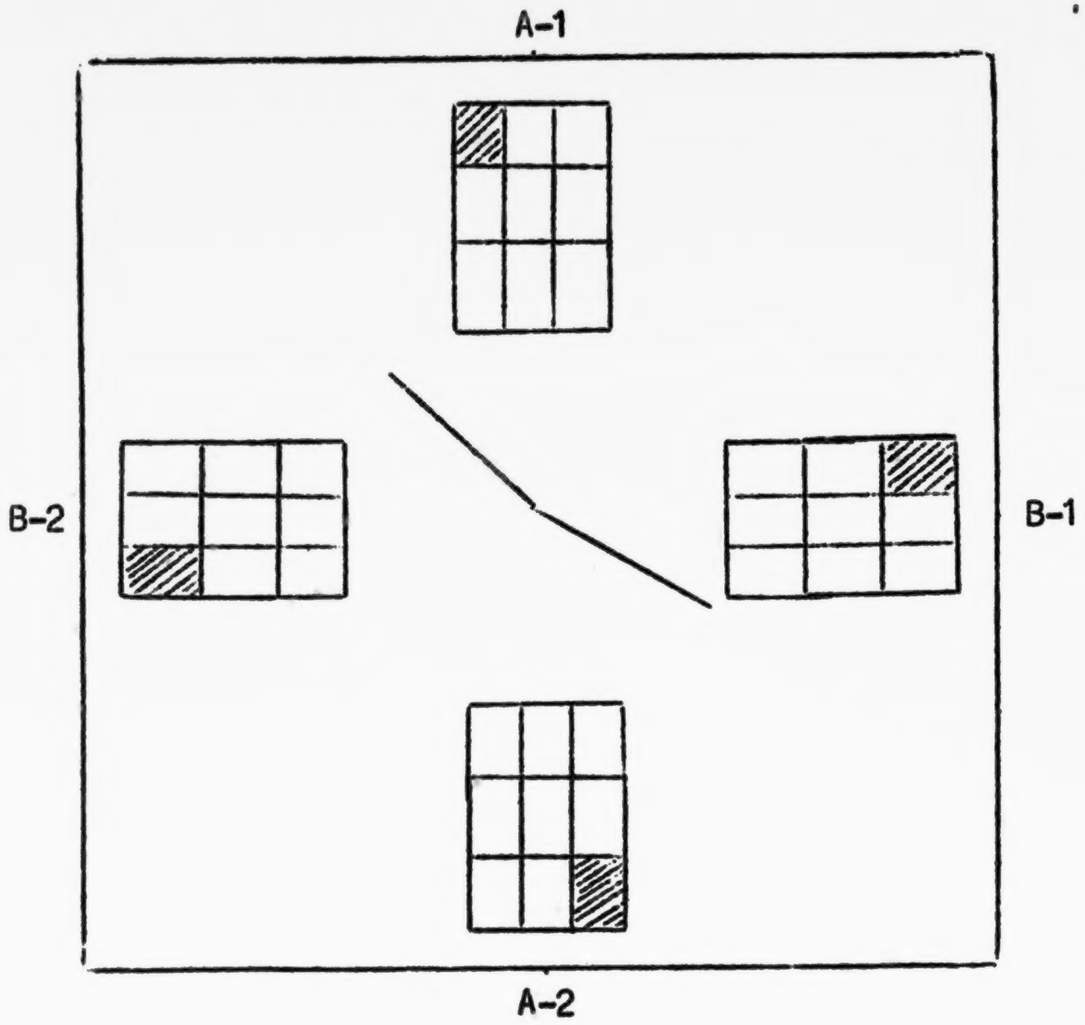
Materials needed: 1) The shapee objects used in the Presentation.

2) The Direction Boards.

3) A shield.

Aim: To duplicate the situation one's team mate sets up on his Direction Board. The play lasts two rounds.

Starting Position: Each pupil starts with his square on Square No. 2 of the Direction Board, and his stick on Square No. 3.



Description of Play:

A-1: Says: MOVE THE SQUARE TO THE LEFT.
A-1 and A-2 do it.

*B-1: Says: MOVE THE STICK TO THE RIGHT.
B-1 moves his stick to the right.
B-2 moves his stick to the left.

A-1: Says: MOVE THE SQUARE TO THE RIGHT.
A-1 and A-2 do it.

*B-1: Says: MOVE THE SQUARE TO THE LEFT.
B-1 moves his square to the right.
B-2 moves his square to the left.

The shield is removed.
A-1 and A-2 place their Direction Boards side by side (each with the checkered square in the lower right hand corner.)
B-1 and B-2 do likewise.
The Direction Boards of the A team match.
The Direction Boards of the B team do not match.

The activity is played again, with A-2 and B-2 speaking.

*A mistake has been included in this description.

UNIT #33

Pattern:	MOVE	THE	SQUARE	FORWARD.
			STICK	BACK

Teaching Points:

1. This Presentation introduces two additional direction words: "forward" and "back."
2. When pointing forward (or back), hold your hand at waist height, then point your hand forward (or back). Do not lift your hand from your side, because that gesture indicates "up" rather than "forward" (or "back").

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#33

PRESENTATION

Teacher needs: 1) The following shapee objects:

a red square
a red stick

2) The Direction Board from the picture book, to be hung so that the checkered square is in the lower right hand corner.

3) 1 red arrow

Each group needs: 1) The following shapee pieces:

2 yellow □ 2 yellow ▭
2 green □ 2 green ▭
4 red △ 4 red ▭

2) 4 Direction Boards.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1 and A-2.	TAKE A YELLOW SQUARE.		They do it.
2. Points to B-1 and B-2.	TAKE A GREEN SQUARE.		They do it.
3. Points to A-1 and A-2.	TAKE A YELLOW STICK.		They do it.
4. Points to B-1 and B-2.	TAKE A GREEN STICK.		They do it.
5. Holds up the arrow.	MAKE AN ARROW.		They do it.
6. Stands with his back to his students; he moves his hand (holding the arrow) forward; after speaking he drops his hand by his side.*	FORWARD	FORWARD	They imitate the teacher by moving their hands forward.
7. Moves his hand forward.	FORWARD	FORWARD	They do it.
8. Moves his hand forward.		FORWARD	They do it.
9. Moves his hand straight back.	BACK	BACK	They do it.
10. Moves his hand back.	BACK	BACK	They do it.

* The arrow is always held in the hand which is used for showing direction.

#33

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Moves his hand back.		BACK	They do it.
12.	Holds the Direction Board in front of himself.	PUT THE BOARD HERE.		They do it.
13.	Hangs the Direction Board on the blackboard.			
14.	Holds a red square against Square No. 2	PUT THE SQUARE HERE.		Each pupil puts his ball on Square No. 2.
15.	Holds a red stick against Square No. 1.	PUT THE STICK HERE.		They do it.
16.	Moves his hand forward.	SAY: MOVE THE SQUARE FORWARD	MOVE THE SQUARE FORWARD	They do it.
17.	Holds the red stick against Square No. 1.			They do it.
18.	Moves his hand forward.	SAY: MOVE THE STICK FORWARD	MOVE THE STICK FORWARD.	They do it.
19.	Holds up the red square; moves his hand forward.	SAY:	MOVE THE SQUARE FORWARD	They do it.
20.	Moves his hand back.	SAY: MOVE THE SQUARE BACK	MOVE THE SQUARE BACK.	They do it.
21.	Moves his hand back.	SAY: MOVE THE STICK BACK.	MOVE THE STICK BACK.	They do it.
22.	Holds up the square; moves his hand back.	SAY:	MOVE THE SQUARE BACK.	They do it.
23.	Holds up the red stick; moves his hand forward.	SAY:	MOVE THE STICK FORWARD	They do it.
24.	Holds up the square; moves his hand forward.	SAY:	MOVE THE SQUARE FORWARD	They do it.
25.	Holds up the red square, moves his hand back.	SAY:	MOVE THE SQUARE BACK.	They do it.

COMMUNICATION ACTIVITY

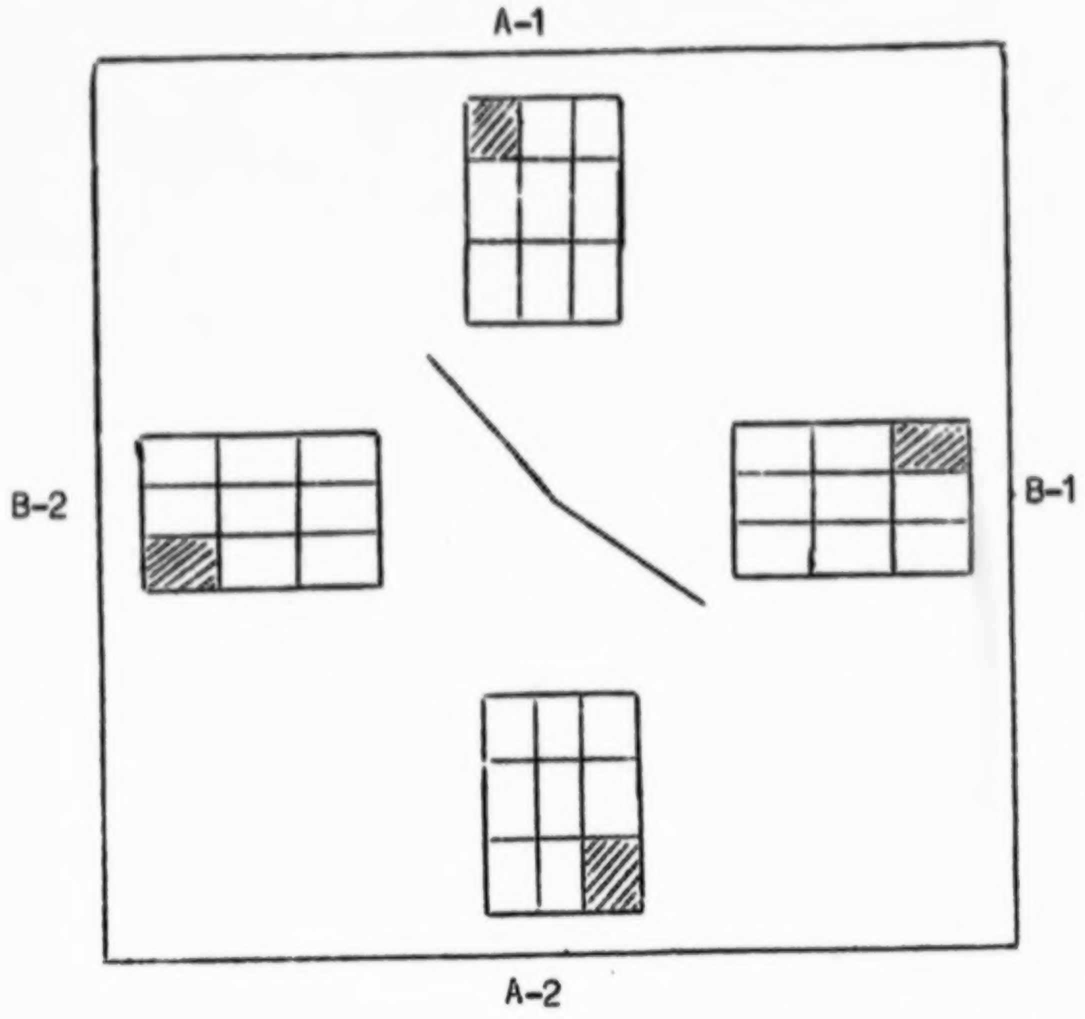
Materials needed: 1) The shapee objects used in the Presentation.

2) Four Direction Boards

3) A shield.

Aim: To duplicate the situation one's team sets up on his Direction Board. The play lasts until each speaker has spoken three times.

Starting Position: Each pupil starts with the stick on Square No. 1 of his Direction Board, and the square on Square No. 2.



Description of Play:

A-1: Says: MOVE THE SQUARE FORWARD.
A-1 and A-2 do it.

*B-1: Says: MOVE THE SQUARE FORWARD.
B-1 moves the square forward.
B-2 moves the square back.

A-1: Says: MOVE THE STICK FORWARD.
A-1 and A-2 do it.

B-1: Says: MOVE THE STICK BACK.
B-1 and B-2 do it.

A-1: Says: MOVE THE STICK BACK.
A-1 and A-2 do it.

B-1: Says: MOVE THE SQUARE BACK.
B-1 and B-2 do it.

The shield is removed, and the team mates place their Boards side by side.
A-1's and A-2's Direction Boards match.
B-1's and B-2's Direction Boards do not match.

In the next play A-2 and B-2 speak.

*A mistake has been included in this description.

UNIT #34

Pattern:	MOVE	THE	RED	SQUARE	TO THE LEFT.
			BLUE		TO THE RIGHT.
					FORWARD.
					BACK.

Teaching Points:

1. The Presentation and Activity give additional practice in the use of the four directions: "to the left," "to the right," "forward," and "back."

2. The red shapee arrow used in the two previous Presentations to emphasize directions is discarded in this Presentation.

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#34

PRESENTATION

Teacher needs: 1) The following shapee objects:

1 red square
1 blue square

2) The Direction Board from the picture book (to be hung with the checkered square in the lower right hand corner.

Each group needs: 1) The following shapee pieces:

4 red □
4 blue □

2) 4 Direction Boards

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a red square	TAKE A RED SQUARE		They do it.
2. Holds up a blue square.	TAKE A BLUE SQUARE		They do it.
3. Holds the Direction Board in front of himself.	PUT YOUR BOARD HERE.		They put their Boards in front of themselves.
4. Hangs the Direction Board on the blackboard.			They do it.
5. Holds a red square against Square No. 2 and a blue square against Square No. 1.	PUT THE RED SQUARE HERE AND THE BLUE SQUARE HERE.		They do it.
6. Points forward.	SAY: MOVE THE RED SQUARE FORWARD.	MOVE THE RED SQUARE FORWARD	They do it.
7. Points forward.	SAY: MOVE THE BLUE SQUARE FORWARD.	MOVE THE BLUE SQUARE FORWARD.	They do it.
8. Holds up a red square and points forward.		MOVE THE RED SQUARE FORWARD.	They do it.
9. Points to the left.	SAY: MOVE THE RED SQUARE TO THE LEFT	MOVE THE RED SQUARE TO THE LEFT.	They do it.
10. Points to the left.	SAY: MOVE THE BLUE SQUARE TO THE LEFT.	MOVE THE BLUE SQUARE TO THE LEFT.	They do it.

#34

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Holds up a blue square; and points to the left.	SAY:	MOVE THE BLUE SQUARE TO THE LEFT.	They do it.
12.	Points back.	SAY: MOVE THE RED SQUARE BACK.	MOVE THE RED SQUARE BACK.	They do it.
13.	Points back.	SAY: MOVE THE BLUE SQUARE BACK.	MOVE THE BLUE SQUARE BACK.	They do it.
14.	Holds up a red square; and points to the right.		MOVE THE RED SQUARE BACK.	They do it.
15.	Points to the right.	SAY: MOVE THE RED SQUARE TO THE RIGHT.	MOVE THE RED SQUARE TO THE RIGHT.	They do it.
16.	Points to the right.	SAY: MOVE THE BLUE SQUARE TO THE RIGHT.	MOVE THE BLUE SQUARE TO THE RIGHT.	They do it.
17.	Holds up a blue square; and points to the right.	SAY:	MOVE THE BLUE SQUARE TO THE RIGHT.	They do it.
18.	Holds up a red square;and points to the right.	SAY:	MOVE THE RED SQUARE TO THE RIGHT.	They do it.
19.	Holds up a blue square,and points forward.	SAY:	MOVE THE BLUE SQUARE FORWARD.	They do it.
20.	Holds up a blue square; and points back.	SAY:	MOVE THE BLUE SQUARE BACK.	They do it.
21.	Holds up a red square; and points to the right.	SAY:	MOVE THE RED SQUARE TO THE RIGHT.	They do it.
22.	Holds up a red square; and points to the left.	SAY:	MOVE THE RED SQUARE TO THE LEFT.	They do it.

#34

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) Four Direction Boards

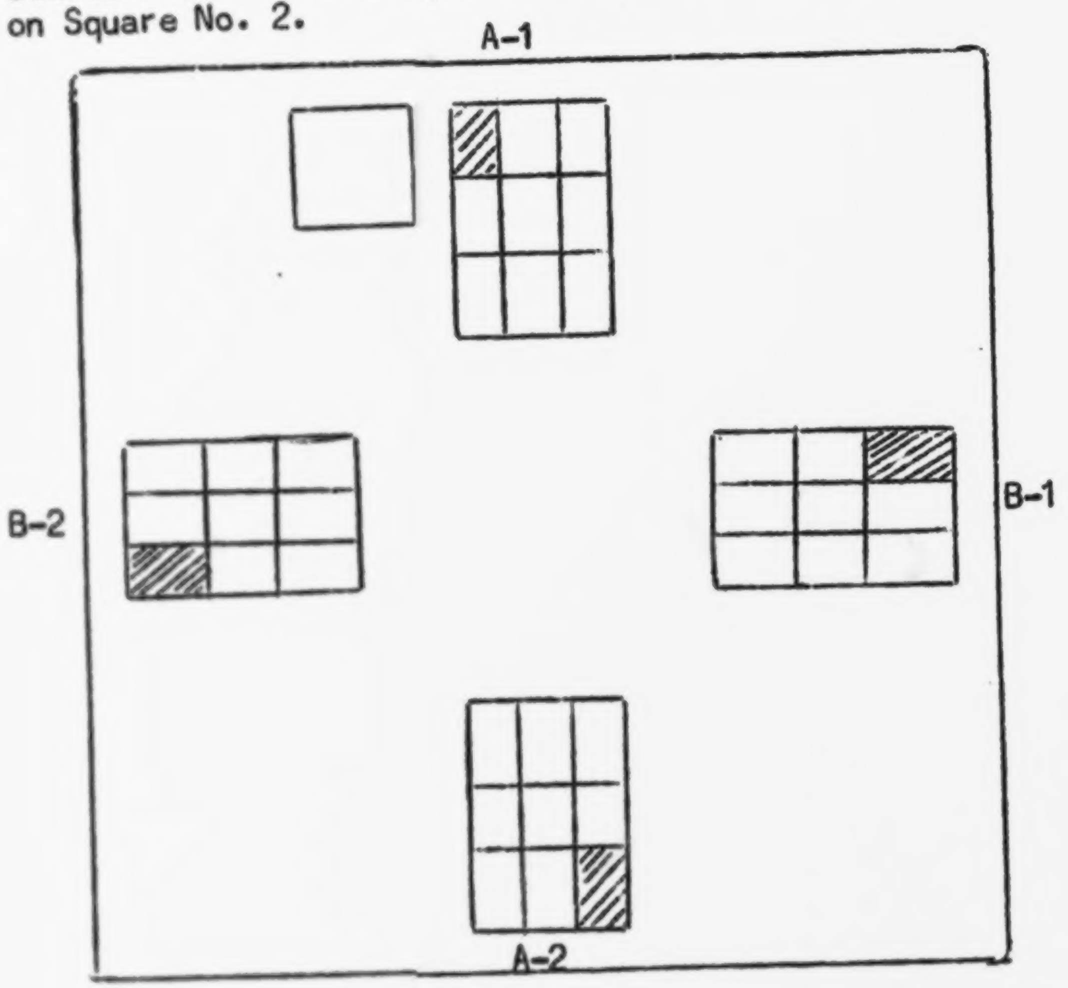
3) A shield

4) The following cards mixed and face down:

a red square (2)   a blue square

Aim: To duplicate the situation one's team mate sets up on his Direction Board. The play lasts until each speaker has spoken four times.

Starting Position: Each pupil starts with the blue square on Square No. 1 of his Direction Board, and the red square on Square No. 2.



#34

Description of Play:

A-1: Takes a card (blue square).
He says: MOVE THE BLUE SQUARE TO THE RIGHT.
A-1 and A-2 do it. A-1 returns the card to the pack.

*B-1: Takes a card (blue square).
He says: MOVE THE BLUE SQUARE FORWARD.
B-1 does it.
B-2 moves the blue square back. B-1 returns the card to the pack.

After four rounds they remove the shields.
A-1's and A-2's Direction Boards match.
B-1's and B-2's Direction Boards do not match.

In the next play, only A-2 and B-2 speak.

*A mistake has been included in this description.

UNIT #35

Pattern:	MOVE	THE	YELLOW	BALL	ONE	SPACE(S).
			GREEN		TWO	
					THREE	

Teaching Points:

1. The Presentation introduces the singular and plural forms of the new word "space(s)."

2. It also introduces the concept that MOVE TWO SPACES may be one space forward and one space back. Make it clear, for example, that a command like, MOVE THE GREEN BALL THREE SPACES must be carried out completely even though the pupil may need to move only one space before reaching his goal. In this case, the pupil moves one space forward and two spaces back and consequently does not reach his goal. See especially Step #22 of the Presentation.

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3#35

PRESENTATION

Teacher needs: 1) The following shapee objects:

a yellow ball   a green ball

2) The Direction Board

3) Number cards: a #1, a #2, a #3.

Each group needs: 1) The following shapee pieces:

4 yellow ○   4 green ○

2) 4 Direction Boards

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		TAKE A YELLOW BALL.		They do it.
2.		TAKE A GREEN BALL.		They do it.
3.	Hangs the Direction Board on the blackboard; tells the pupils to put their Direction Boards in front of them on the table.	PUT THE YELLOW BALL HERE.		They do it.
4.	Points to the striped square.	PUT THE GREEN BALL HERE.		
5.	Points to the checkered square.	SAY: ONE SPACE	ONE SPACE	
6.	Points to the square above the checkered square.	SAY: ONE SPACE	ONE SPACE	
7.	Holds the yellow ball on the checkered square. Shows a number card (#1).	SAY: MOVE THE YELLOW BALL ONE SPACE.	MOVE THE YELLOW BALL ONE SPACE	They do it with the teacher.
8.	Holds the green ball on the striped square. Shows a number card (#1).	SAY: MOVE THE GREEN BALL ONE SPACE.	MOVE THE GREEN BALL ONE SPACE.	They do it.
9.	Counts 2 spaces above it pointing to the first square above it, then to the second.	SAY: TWO SPACES	TWO SPACES	

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Counts 2 spaces above striped square.	SAY:	TWO SPACES	
11.	Holds up the green ball on the striped square and shows a number card (#2),	SAY: MOVE THE GREEN BALL TWO SPACES.	MOVE THE GREEN BALL TWO SPACES.	They do it with the teacher.
12.	Counts 3 spaces.	SAY: THREE SPACES	THREE SPACES	
13.	Counts 3 spaces.	SAY:	THREE SPACES	
14.	Holds the yellow ball on the checkered square and shows a number card (#3).	SAY: MOVE THE YELLOW BALL THREE SPACES	MOVE THE YELLOW BALL THREE SPACES.	They do it.
15.	Holds up the green ball; shows a number card (#3).	SAY: MOVE THE GREEN BALL THREE SPACES.	MOVE THE GREEN BALL THREE SPACES.	They do it.
*16.	Points to A-1; holds up a yellow ball and a #2.	SAY: MOVE THE YELLOW BALL TWO SPACES.	(A-1 says) MOVE THE YELLOW BALL TWO SPACES.	Only A-2 does it.
17.	Points to B-1; holds up a green ball and a #2.	SAY: MOVE THE GREEN BALL TWO SPACES.	(B-1 says) MOVE THE GREEN BALL TWO SPACES	B-2 does it.
18.	Points to A-2; holds up a yellow ball and a #1.	SAY: MOVE THE YELLOW BALL ONE SPACE.	(A-2 says) MOVE THE YELLOW BALL ONE SPACE.	A-1 does it.
19.	Points to B-2; holds up a green ball and a #2.	SAY: MOVE THE GREEN BALL TWO SPACES.	(B-2 says) MOVE THE GREEN BALL ONE SPACE.	B-1 does it.
20.	Points to A-1; holds up a yellow ball and a #3.	SAY:	(A-1 says) MOVE THE YELLOW BALL THREE SPACES.	A-2 moves as far forward as he can; then he moves the remainder of the spaces back.

*Note that until this step all the pupils have been moving their objects. Now, only one pupil moves his object at a request from his team mate. It is necessary to follow Steps #8-20 exactly so that Step #20 can properly illustrate moving forward and back when necessary to carry out the complete request.

#35

COMMUNICATION ACTIVITY

Materials needed:
1) The shapee objects used in the Presentation
2) Four Direction Boards
3) The following color cards (Set #1), mixed and face down on the table:

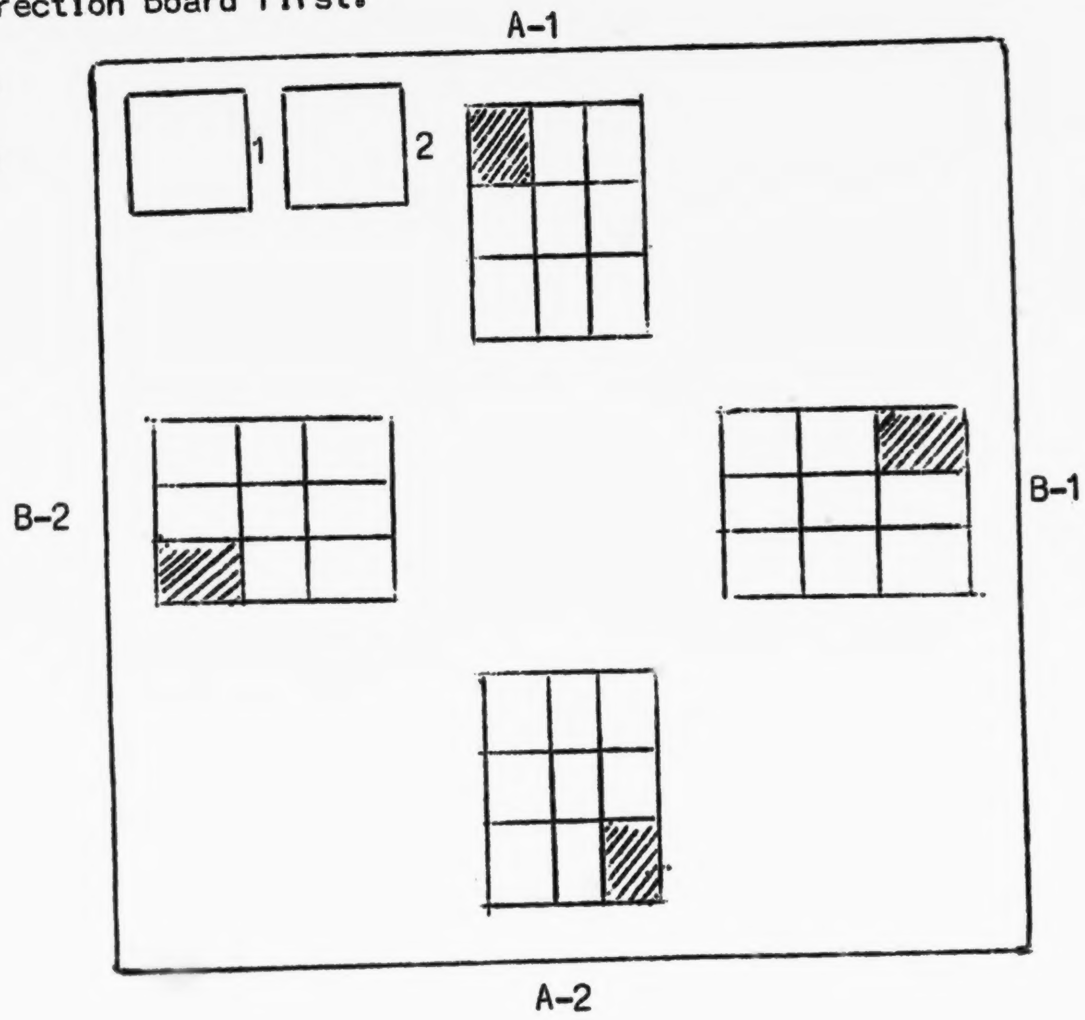
   green (2) yellow (2)

4) The following number cards (Set #2), mixed and face down on the table:

   a #1 (2) a #2 (2) a #3 (2)

Aim: To see which pupil gets one object across the Direction Board first.

Starting Position: Each pupil starts with the yellow ball on the checkered square of his Direction Board and the green ball on the striped square.



Description of Play:

A-1: Takes a card from Set #1 (yellow) and Set #2 (a #3).
He says: MOVE THE YELLOW BALL THREE SPACES.
A-2 moves the yellow ball three spaces.
A-1 shows the Set #1 and Set #2 cards. They match A-2's move.
A-1 puts the cards back under their packs.

B-1: Takes a card from Set #1 (green) and Set #2 (a #1).
He says: MOVE THE GREEN BALL ONE SPACE.
B-2 moves the green ball one space.
B-1 shows his two cards. They match B-2's move.
B-1 puts the cards back under their packs.

*A-2: Takes a card from Set #1 (green) and Set #2 (a #2).
He says: MOVE THE GREEN BALL TWO SPACES.
A-1 moves the green ball three spaces.
A-2 shows the two cards in his hand. The color card matches; the number card does not.
A-1 moves the green ball back to starting position (the checkered square).
A-2 puts the cards back under their packs.

*B-2: Takes a card from Set #1 (green) and Set #2 (a #3).
He says: MOVE THE GREEN BALL TWO SPACES.
B-1 moves the green ball two spaces.
B-2 shows the two cards in his hand. The color card matches; the number card does not.
B-1 moves the green ball back to the starting position (the striped square).
B-2 puts the cards back under the packs.
B-2 takes a card from Set #1 (yellow) and Set #3 (a #1).
He says: MOVE THE YELLOW BALL ONE SPACE.
B-1 moves the yellow ball one space.
B-2 shows the two cards in his hand. They match B-1's move.
B-2 puts the cards back under their packs.

*A mistake has been included in this description.

UNIT #36

Pattern:	MOVE	THE	SQUARE	ONE	SPACE(S)	FORWARD.
				TWO		BACK
				THREE		

Teaching Points:

1. The Presentation practices the words "space9s)" with the request, "MOVE FORWARD/BACK."
2. When pointing in a direction (forward/pack) always hold a red shapee arrow in your hand. In the Activity, the pupils will place their arrows in the forward or back position when making a request.

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#36

PRESENTATION

Teacher needs: 1) The following shapee objects:

a red square
a red arrow

2) A Direction Board

3) The following number cards:

a #1, a #2, a #3.

Each group needs: 1) The following shapee pieces:

4 red
1 red
1 red

2) 4 Direction Boards.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		TAKE A RED SQUARE		They do it.
2.		B-2, TAKE A LONG RED STICK.		He does it.
3.		B-2, TAKE A RED TRIANGLE		He does it.
4.	Shows how to put the triangle. and stick together to make an arrow.	B-2, MAKE AN ARROW.		He does it.
5.	Holds the arrow in his hand; points forward	FORWARD	FORWARD	
6.	Points back.	BACK	BACK	
7.	Points forward.		FORWARD	
8.	Points back.		BACK	They do it.
9.	Hangs up the Direction Board; points to the checkered square.	PUT THE SQUARE IN THIS SPACE.		They do it.
10.	Shows a number card (a #1); points the arrow forward.	SAY: MOVE THE SQUARE ONE SPACE FORWARD.	MOVE THE SQUARE ONE SPACE FORWARD.	They do it.

UNIT #36

Pattern:	MOVE	THE	SQUARE	ONE	SPACE(S)	FORWARD.
				TWO		BACK
				THREE		

Teaching Points:

1. The Presentation practices the words "space9s)" with the request, "MOVE FORWARD/BACK."
2. When pointing in a direction (forward/back) always hold a red shapee arrow in your hand. In the Activity, the pupils will place their arrows in the forward or back position when making a request.

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11.	Shows a card (a #2); points the arrow forward.	SAY: MOVE THE SQUARE TWO SPACES FORWARD.	MOVE THE SQUARE TWO SPACES FORWARD	They do it.
12.	Shows a card (a #1); points back.	SAY: MOVE THE SQUARE ONE SPACE BACK.	MOVE THE SQUARE ONE SPACE BACK.	They do it.
13.	Shows a card (a #3); points forward.	SAY: MOVE THE SQUARE THREE SPACES FORWARD.	MOVE THE SQUARE THREE SPACES FORWARD.	They do it.
14.	Shows a card (a #2); points back.	SAY:	MOVE THE SQUARE TWO SPACES BACK.	They do it.
15.	Shows a card (a #1); points forward.	SAY:	MOVE THE SQUARE ONE SPACE FORWARD.	They do it.
16.	Points to A-1; shows a card (a #3); points forward.	SAY: MOVE THE SQUARE THREE SPACES FORWARD.	(A-1 says): MOVE THE SQUARE TWO SPACES FORWARD.	Only A-2 does it.
17.	Points to B-1; shows a card (a #2); points back.	SAY:	(B-1 says): MOVE THE SQUARE TWO SPACES BACK.	B-2 does it.
18.	Points to A-2; shows a card (a #1); points forward.	SAY:	(A-2 says): MOVE THE SQUARE ONE SPACE FORWARD.	A-1 does it.
19.	Points to B-2; shows a card (a #3); points back.	SAY:	(B-2 says): MOVE THE SQUARE THREE SPACES BACK.	B-1 does it.

#36

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation.

2) Four Direction Boards

3) The following number cards:

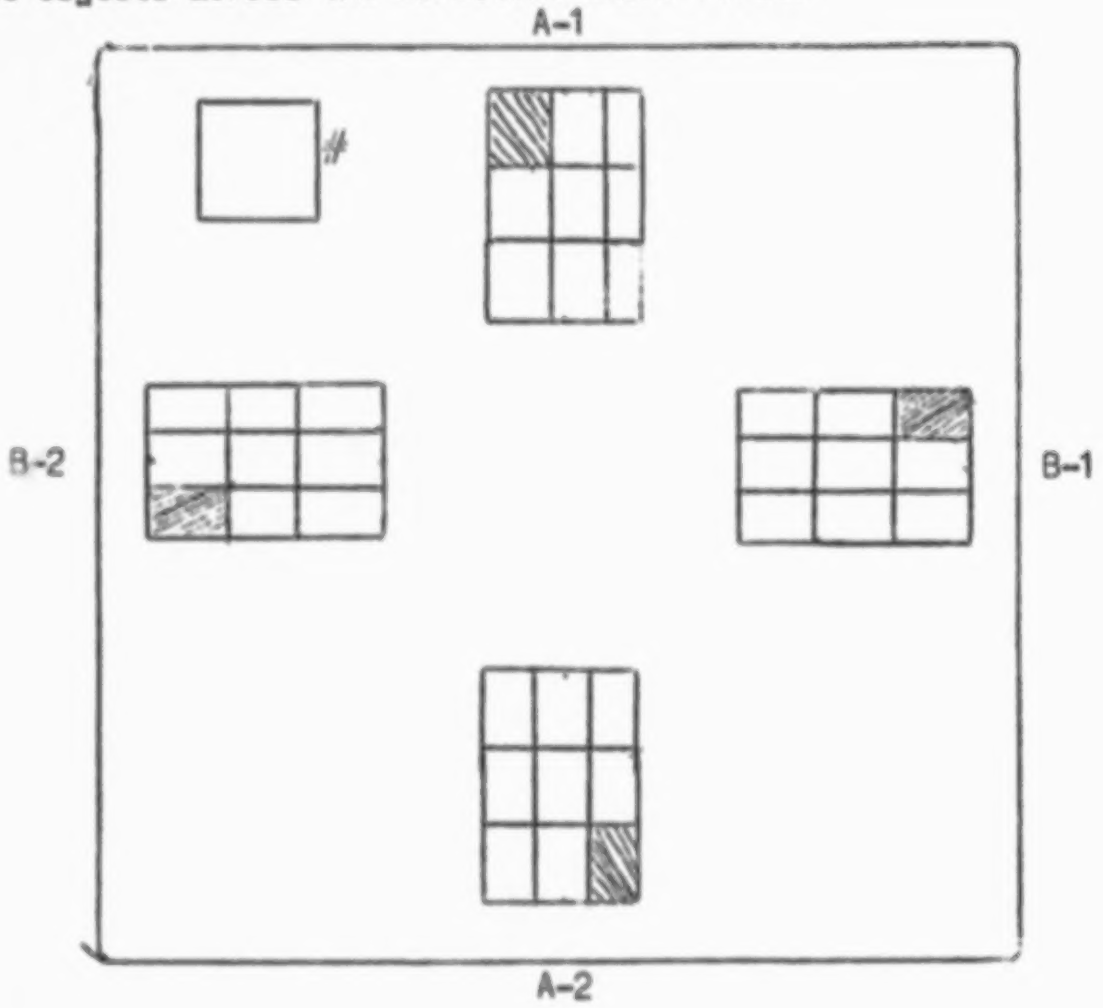
a #1 (2)
a #2 (2)
a #3 (2)

4) A shield.

Aim: To see which pupil gets the objects across the Direction Board first.

Starting Position:

Each pupil starts with the square on the checkered square of his Direction Board.



Description of Play:

A-1: Takes a card (a #2) and points the arrow away from himself.*
He says: MOVE THE SQUARE TWO SPACES FORWARD.
A-2 moves the square two spaces forward.
A-1 removes the shield. A-2's move matches the number card and the direction of the arrow.
A-1 puts the card back in the pack and gives the arrow to B-1.

B-1: Takes a card (a #1) and points the arrow away from himself.
He says: MOVE THE SQUARE ONE SPACE FORWARD.
B-2 moves the square one space forward.
B-1 removes the shield. B-2's move matches the number card and the direction of the arrow.
B-1 puts the card back in the pack and gives the arrow to A-2.

A-2: Takes a card (a #3) and points the arrow away from himself.
He says: MOVE THE SQUARE THREE SPACES FORWARD.
A-1 moves the square three spaces forward.
A-2 removes the shield. A-1's move matches the number card and the direction of the arrow.
A-2 puts the card back in the pack and gives the arrow to B-2.

**B-2: Takes a card (a #2) and points the arrow away from himself.
He says: MOVE THE SQUARE TWO SPACES BACK.
B-1 cannot move his object back.
B-2 removes the screen. The arrow shows he has made a wrong request.
B-2 moves his own object back to starting position.
B-2 puts the card back and gives the arrow to A-1.

*Note that all of the requests must be MOVE FORWARD in the first round of the game because it is not possible to move back. In the next round it will be possible to make MOVE BACK requests.

**A mistake has been included in this description.

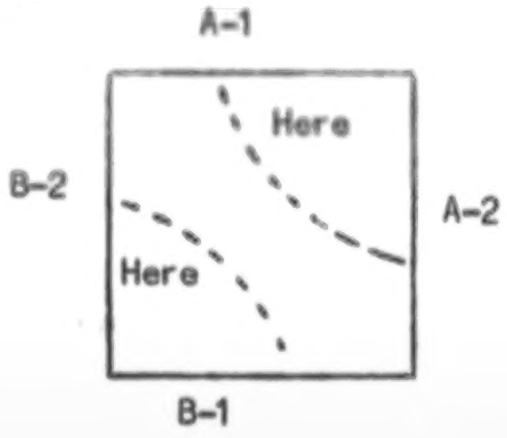
UNIT #37

Pattern:	PUT	A	DOG	HERE.
			BIRD	
			BED	
			BOAT	

Teaching Points:

1. The Presentation teaches "here"* and "boat," and uses "put" for the first time (but does not teach it until Unit #38).

2. Save the cards and objects from this Unit for use in the following Unit.



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* Each pupil learns "here" as the area right in front of himself and his partner. (see diagram).

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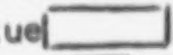
#37

PRESENTATION

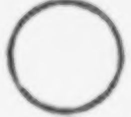
Teacher needs the following shapee objects:

a red bed	a red boat
a blue bed	a blue boat
a big red dog	a yellow bird
a little red dog	a blue bird

Each group needs the following shapee pieces:

3 red/1 blue 
2 red/2 blue
2 red
2 red

2 red/2 blue
2 red/2 blue
1 red
1 red

1 blue/1 yellow
1 blue/1 yellow 
1 blue/1 yellow

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to the picture of the boat in the picture book.	A BOAT	A BOAT	They do it.
2. Points to the picture of the shapee boat.	A BOAT	A BOAT	
3. Holds up a shapee boat.		A BOAT	
4. Holds up a red boat in one hand, a blue boat in the other.	A-1, MAKE A RED BOAT. B-1, MAKE A BLUE BOAT.	A-1, MAKE A RED BOAT. B-1, MAKE A BLUE BOAT.	They do it.
5. Points to B-1.	MAKE A BIG RED DOG AND A LITTLE RED DOG.		He does it.
6. Points to A-2.	MAKE A YELLOW BIRD AND A BLUE ONE.		He does it.
7. Points to B-2	MAKE A BLUE BED AND A RED ONE.		He does it.
8. Points to A-2 and B-1, acts out changing places.	A-2 AND B-1 CHANGE PLACES.		They do it.
9. Points between A-1 and A-2	SAY: HERE	HERE	Team-mates point between themselves.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Holds up a red boat, pointing in front of himself	SAY: PUT THE BOAT HERE.	PUT THE BOAT HERE.	Each pupil points in front of himself.
11. Points to A-2. Then holds up a red boat, acts out putting it in front of himself.	SAY: PUT A BOAT HERE.	PUT A BOAT HERE.	A-1 puts a red boat between A-2 and himself.
12. Points to B-2. Then holds up a big red dog, acts out putting it in front of himself.	SAY: PUT A DOG HERE.	PUT A DOG HERE.	B-1 does it, as above.
13. Points to A-1. Then holds up a yellow bird, acts out putting it in front of himself.	SAY:PUT A BIRD HERE.	PUT A BIRD HERE.	A-2 does it, as above.
14. Points to B-1. Then holds up a red bed, acts out putting it in front of himself.	SAY: PUT A BED HERE.	PUT A BED HERE.	B-2 does it, as above.
15. Holds up a blue bed, acts out putting it in front of himself.	SAY: PUT A BED HERE.	PUT A BED HERE.	Each pupil points in front of himself.
16. Hold up a yellow bird, acts out putting it in front of himself.	SAY:	PUT A BIRD HERE.	Each pupil points in front of himself.
17. Holds up a big red dog, acts out putting it in front of himself	SAY:	PUT A DOG HERE.	Each pupil points in front of himself.
18. Holds up a little red dog, acts out putting it in front of himself.	SAY:	PUT A DOG HERE.	Each pupil points in front of himself.
19. Stands by the demonstration group. Points between A-1 and A-2 then to the A team.	SAY: HERE.	HERE.	They point to the table between themselves.
20. Points between B-1 and B-2,then to the B team.	SAY: HERE.	HERE.	They point to the table between themselves.

#37

COMMUNICATION ACTIVITY

Materials needed: 1) The shapes objects made in the Presentation.

2) The following picture cards (Set #1) mixed and face down on the table.

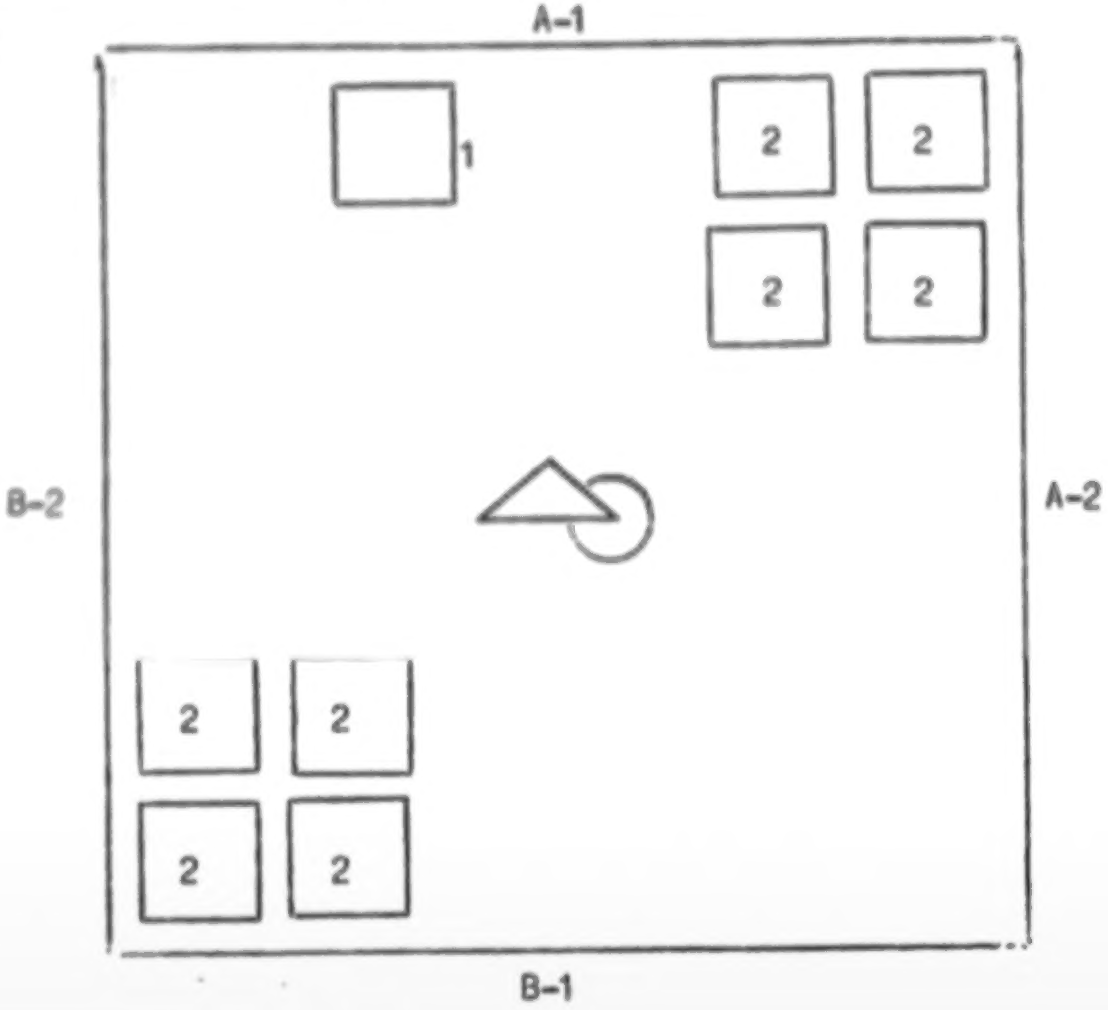
a red bed
a blue bed
a big red dog
a little red dog

a red boat
a blue boat
a yellow bird
a blue bird

3) Set #2 picture cards, identical to Set #1, divided face up between team A and team B. Each team gets one card of each object (a bed, a dog, a boat, and a bird).

Aim: For a team to cover its et #2 cards with objects.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (a yellow bird).
The matching Set #2 card is between him and A-2.
He says: PUT A BIRD HERE.
A-2 takes a yellow bird and puts it on his team's matching card.
The Set #1 card, the Set #2 card and the object match.
The Set #1 card is discarded.

*B-1: Takes a Set #1 card (a little red dog).
The matching Set #2 card is between A-1 and A-2.
He says: PUT A DOG HERE.
B-2 takes a big red dog and puts it on his team's matching card.
The Set #1 card does not match the object and the Set #2 card.
The Set #1 card is returned to the pack, and the object to the table.

A-2: Takes a Set #1 card (a big red dog).
The matching Set #2 card is between B-1 and B-2.
A-2 shows the card, and returns it to the pack, taking another card (a blue boat).
The matching Set #2 card is between A-1 and A-2.
He says: PUT A BOAT HERE.
A-1 takes a blue boat and puts it on his team's matching card.
The Set #1 card, the Set #2 card and the object match.
The Set #1 card is discarded.

B-2: Takes a Set #1 card (a big red dog).
The matching Set #2 card is between him and B-1.
He says: PUT A DOG HERE.
B-1 takes a big red dog and puts it on his team's matching card.
The cards and object match.
The Set #1 card is discarded..

* A mistake has been included in this description.

UNIT #38

Pattern:	PUT	A	DOG	HERE.
			BIRD	THERE
			BED	
			BOAT	

Teaching Point:

"There" is taught in contrast to "here." In the Presentation, partners sit by each other. Therefore, when A-1 says "here," he is speaking of the area right in front of himself and his partner. When he says "there," he is speaking of the other side of the table, where B-1 and B-2 are sitting, next to each other.

In other words, the corner where the B team sits is "here" to the B team, but "there" to the A team.

The corner where the A team sits is "here" to the A team, but " there" to the B team.

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#38

PRESENTATION

Teacher needs the following shapee objects:

a red bed
a blue bed
a big red dog
a little red dog
a red boat
a blue boat
a yellow bird
a blue bird

Each group needs the objects made in Unit #37

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	SHOW ME A RED BOAT AND A YELLOW BIRD.		He does it.
2.	Points to B-1.	SHOW ME A BLUE BOAT AND A BLUE BIRD.		He does it.
3.	Points to A-2.	SHOW ME A RED BED AND A BLUE ONE.		He does it.
4.	Points to B-2.	SHOW ME A BIG DOG AND A LITTLE ONE.		He does it.
5.	Points to A-1 and B-2, acts out changing places.	A-1 AND B-3 CHANGE PLACES.		They do it.
6.	Points in front of himself.	HERE	HERE	They point in front of themselves.
7.	Points away.	THERE	THERE	They point to the opposite team.
8.	Points to A-2, then holds up a red bed, pointing in front of himself.	SAY: PUT A BED HERE.	PUT A BED HERE.	A-1 does it.
9.	Stands by the demonstration group. Points between A-1 and A-2 then to the A team.	SAY: HERE.	(The A team says:) HERE	They point to the table between themselves.
10.	Points between B-1 and B-2 then to the A team.	SAY: THERE.	(The A team says:) THERE	They point across, to the B team.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11. Points between B-1 and B-2, then to the B team.	SAY:	(The B team says) HERE	
12. Points between A-1 and B-2, then to the B team.	SAY: THERE	(The B team says) THERE	
13. Points in front of himself.	HERE	HERE	They point in front of themselves.
14. Points away.	THERE	THERE	They point to the opposite team.
15. Points away.		THERE	
16. Points to A-1, holds up a yellow bird	SAY: PUT A BIRD THERE.	PUT A BIRD THERE.	A-2 puts the object between B-1 and B-2.
17. Points to B-1, holds up a blue bird.	SAY: PUT A BIRD THERE.	PUT A BIRD THERE.	B-2 puts the object between A-1 and A-2.
18. Points to A-2, holds up a big dog.	SAY: PUT A DOG HERE.	PUT A DOG HERE.	A-1 puts the object between himself and his partner.
19. Points to B-2, holds up a little dog.	SAY: PUT A DOG THERE.	PUT A DOG THERE.	B-1 puts the object between A-1 and A-2.
20. Holds up a red bed, points away.	SAY: PUT A BED THERE.	PUT A BED THERE.	They point to the opposite team.
21. Holds up a red boat, points in front of himself.	SAY:	PUT A BOAT HERE.	They point between themselves.
22. Holds up a blue boat, points away.	SAY:	PUT A BOAT THERE.	They point to the opposite team.
23. Holds up a yellow bird, points away.	SAY:	PUT A BIRD THERE.	They point to the opposite team.

#38

COMMUNICATION ACTIVITY

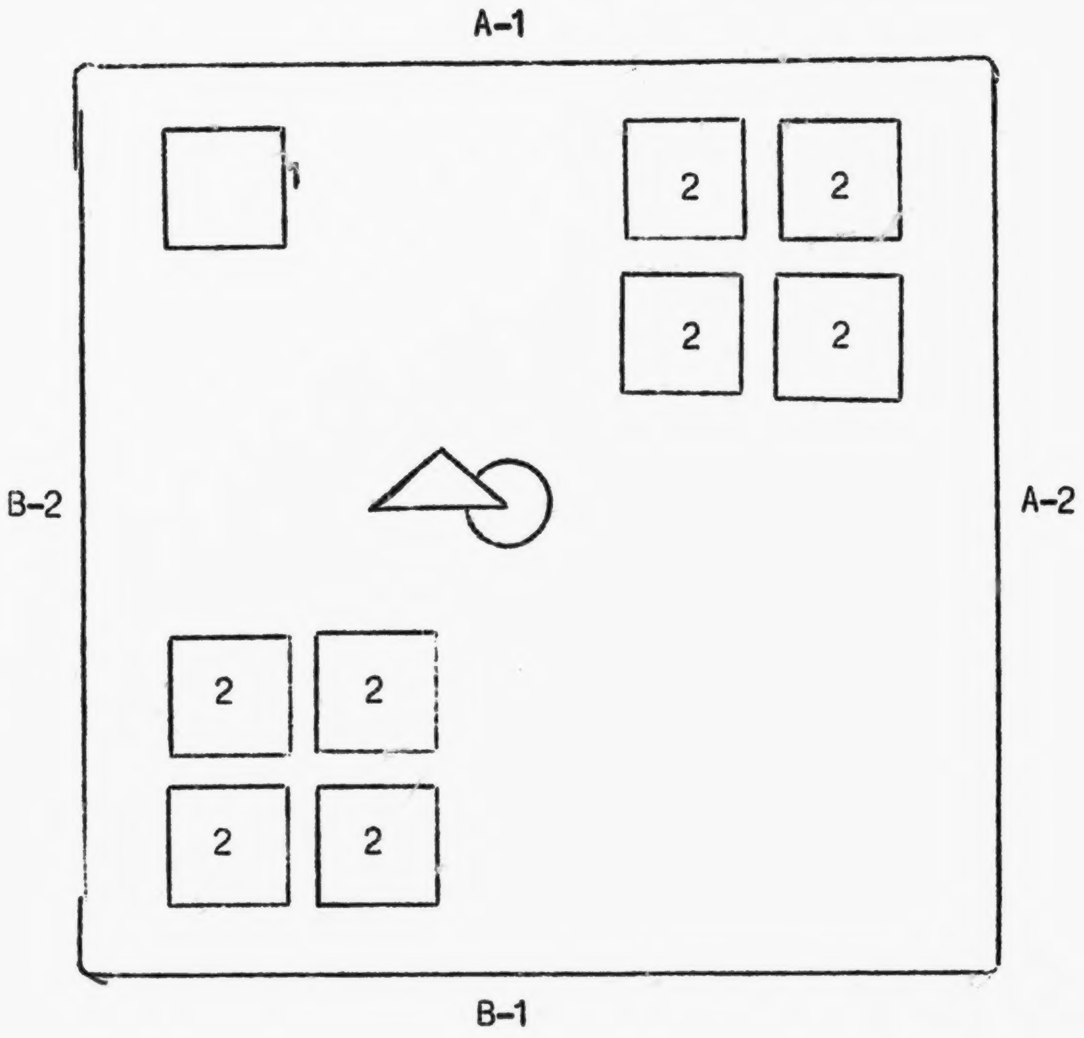
Materials needed: 1) The shapee objects made in the previous Presentation.

2) Set #1 picture cards (Set #1 in the previous Presentation), mixed and face down on the table.

3) Set #2 picture cards (Set #2 in the previous Presentation), divided, face up, between team A and team B. Each team gets one card of each object (a bed, a dog, a boat, and a bird).

Aim: To cover a team's Set #2 cards with objects.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (a yellow bird),
The matching Set #2 card is between him and A-2.
He says: PUT A BIRD HERE.
A-2 takes a yellow bird and puts it on his team's matching card.
The Set #1 card, the Set #2 card and the object match.
The Set #1 card is discarded.

*B-1: Takes a Set #1 card (a little red dog).
The matching Set #2 card is between A-1 and A-2.
He says: PUT A DOG THERE.
B-2 takes a big red dog and puts it on his team's matching card.
The Set #1 card does not match the object and the Set #2 card.
The Set #1 card is returned to the pack, and the object to the table.

A-2: Takes a Set #1 card (a blue boat).
The matching Set #2 card is between B-1 and B-2.
He says: PUT A BOAT THERE.
A-2 takes a blue boat and puts it on the B team's matching card.
The cards and object match.
The Set #1 card is discarded.

B-2: Takes a Set #1 card (a big red dog).
The matching Set #2 card is between him and B-1.
He says: PUT A DOG HERE.
B-1 takes a big red dog and puts it on his team's matching card.
The cards and object match.
The Set #1 card is discarded.

* A mistake has been included in this description.

UNIT #39

Pattern:	PUT	A	LONG	BED	HERE.
			SHORT	STICK	THERE.

Teaching Point:

The Presentation introduces "long" and "short" in contrast to each other. To act out "long," hold your hands far apart; to act out "short," hold them close together.

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#39

Teacher needs:

a long green stick a long red stick
a short green stick a short red stick
a long green bed a long red bed
a short green bed a short red bed

PRESENTATION

Each group needs the following shapee pieces:

4 red / 4 green 8 red / 8 green

4 red / 4 green

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Hold up a short stick.	A STICK	A STICK	
2. Holds up a long stick.	A STICK	A STICK	
3. Holds up a short stick in one hand, a long stick in the other. Holds out the long stick.	A LONG STICK	A LONG STICK	
4. Holds out the long stick.	LONG	LONG	
5. Acts out "long."		LONG	They imitate.
6. Holds up a long red stick.	A-1, TAKE A LONG STICK.	A-1, TAKE A LONG STICK.	A-1 takes a long red stick.
7. Holds up a long green stick.	B-1, TAKE A LONG STICK.	B-1, TAKE A LONG STICK.	B-1 takes a long green stick.
8. Holds up a long red stick, indicates A-2.		A-2, TAKE A LONG STICK.	A-2 takes a long r red stick.
9. Holds up a long,green stick, indicates B-2.		B-2, TAKE A LONG STICK.	B-2 takes a long green stick.
10. Holds up a long red bed in one hand, a short one in the other. Holds out the long bed.	A LONG BED.	A LONG BED.	
11. Acts out "long."	LONG	LONG	

	TEACHER		CLASS	#39
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Holds up a long red bed.	A-1, MAKE A LONG BED.	A-1, MAKE A LONG BED	A-1 makes a long red bed
13.	Holds up a long red bed, indicates B-1.		B-1, MAKE A LONG BED	B-1 makes a long red bed
14.	Holds up a long green bed, indicates A-2		A-2, MAKE A LONG BED.	A-2 makes a long red bed
15.	Points to B-2, holds up a long green bed.		B-2, MAKE A LONG BED.	B-2 makes a long red bed
16.	Holds up a long and a short stick. Holds out the short one.	A SHORT STICK.	A SHORT STICK.	
17.	Acts out "short."	SHORT	SHORT	They imitate.
18.	Holds up a short red stick.	A-1, TAKE A SHORT STICK.	A-1, TAKE A SHORT STICK.	He takes a short red stick.
19.	Holds up a short green stick.	B-1, TAKE A SHORT STICK.	B-1, TAKE A SHORT STICK.	He takes a short green stick.
20.	Holds up a short green bed.	A-2, MAKE A SHORT BED.	A-2, MAKE A SHORT BED.	He makes a short green bed.
21.	Holds up a short red bed.	B-2, MAKE A SHORT BED.	B-2, MAKE A SHORT BED.	He makes a short red bed.
22.	Goes to the demonstration table. Puts all the objects in a pile to one side.			The other groups imitate.
23.	Points to A-2 and B-1, acts out "changing places."	A-2 AND B-1, CHANGE PLACES.		They do it.
24.	Points to A-1, holds up a long red bed, then a long green bed.	SAY: PUT A LONG BED HERE. PUT A LONG BED THERE.	PUT A LONG BED HERE. PUT A LONG BED THERE.	A-2 takes the red bed for his team and gives the green one to the B team.
25.	Points to B-1, holds up a short red bed, then a short green one.	SAY: PUT A SHORT BED HERE. PUT A SHORT BED THERE.	PUT A SHORT BED HERE. PUT A SHORT BED THERE.	B-2 does it, as above.
26.	Points to A-2, holds up a long green stick and a long red one.	SAY: PUT A LONG STICK HERE. PUT A LONG STICK THERE.	PUT A LONG STICK HERE. PUT A LONG STICK THERE.	A-1 does it, as above.

#39

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made and distributed during the Presentation (as follows).

Set #1 (consisting of one of each object) in the middle of the table.
Set #2 (identical to Set #1), divided between team A and team B:

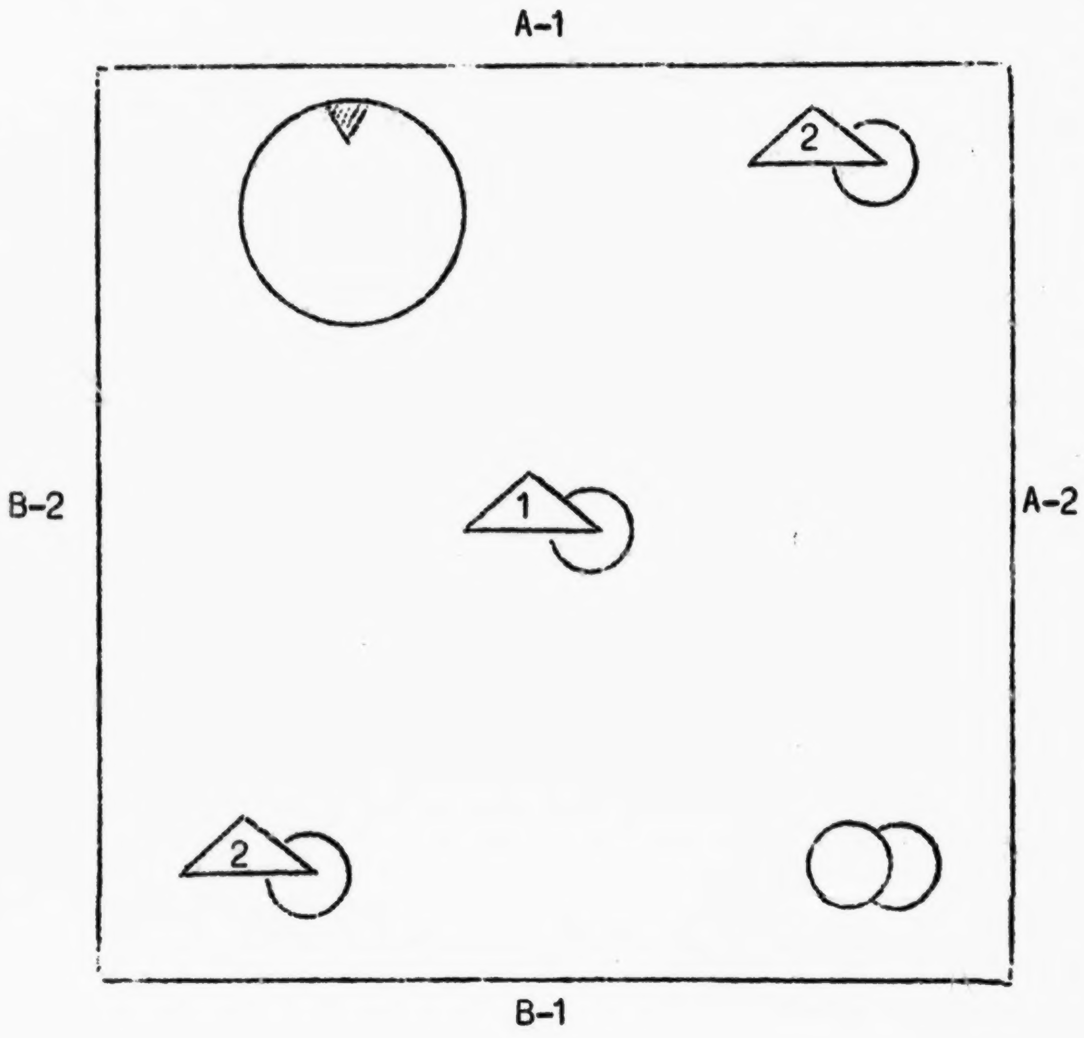
Team A	Team B
a long red bed	a long green bed
a short green bed	a short red bed
a long green stick	a long red stick
a short green stick	a short red stick

2) Spinner cover #2

3) Counters

Aim: To get counters by matching Set #1 and Set #2 objects.

Starting Position:



Description of Play:

A-1: Spins the spinner (a long green bed).
The matching Set #2 object is between him and A-2.
He says: PUT A LONG BED HERE.
A-2 takes the Set #1 object and puts it with the A team's objects.
The Set #1 object, the Set #2 object, and the spinner match.
The Set #1 object is returned to the table.
A-1 takes a counter for the team.

*B-1: Spins the spinner (a short red bed).
The matching Set #2 object is between A-1 and A-2.
He says: PUT A SHORT BED HERE.
B-2 takes a Set #1 short green bed and puts it with the B team's objects.
The Set #1 object matches one of the B team's Set #2 objects, but it does not match the spinner.
The Set #1 object is returned to the table.

*A-2: Spins the spinner (a short red bed).
The matching Set #2 object is between him and A-1.
He says: PUT A SHORT BED HERE.
A-1 takes a Set #1 short green bed and puts it with the B team's objects.
The Set #1 object matches one of the B team's Set #2 objects, but it does not match the spinner.
The Set #1 object is returned to the table.

B-2: Spins the spinner (a short green stick).
The matching Set #2 object is between A-1 and A-2.
He says: PUT A SHORT STICK THERE.
B-1 takes the Set #1 object and puts it with the B team's objects.
The Set #1 object, the Set #2 object, and the spinner match.
The Set #1 object is returned to the table.
B-2 takes a counter for the team.

* A mistake has been included in this description.

UNIT #40 - TEST UNIT

Pattern:	MOVE	THE	SQUARE	ONE	SPACE(S)	FORWARD.
				TWO		BACK
				THREE		TO THE LEFT
						TO THE RIGHT

Teaching Point:

This is the fourth Test Unit. It reviews patterns and vocabulary from Units #32-36.

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#40 (test unit)

PRESENTATION

Teacher needs:
1) A Direction Board, to be hung with the checkered square in the lower right hand corner.
2) A red shapee arrow
3) Number cards:

a #1, a #2, a #3.

Each group needs:
1) The following shapee pieces:
   - 4 red □
   - 1 red ▭
   - 1 red △
2) 4 Direction Boards

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		TAKE A RED SQUARE		They do it.
2.		MAKE AN ARROW		He does it.
3.	Puts up the Direction Board on the blackboard. Points to the checkered square.	PUT THE SQUARE IN THIS SPACE.		They do it.
4.		MOVE THE SQUARE ONE SPACE TO THE LEFT.		They do it.
5.		MOVE THE SQUARE THREE SPACES FORWARD.		They do it.
6.		MOVE THE SQUARE ONE SPACE TO THE RIGHT.		They do it.
7.		MOVE THE SQUARE ONE SPACE BACK.		They do it.
8.	Points to A-1. Then shows a number card (a #2); holds the arrow against the Direction Board, pointing forward.		(A-1 says) TWO SPACES FORWARD.	A-1 and the others do it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9. Points to B-1; shows a number card (a #3); points the arrow to the left.		(B-1 says) MOVE THE SQUARE THREE SPACES LEFT.	B-1 and the others do it.
10. Points to A-2; shows a number card (a #1); points the arrow back.		(A-2 says) MOVE THE SQUARE ONE SPACE BACK.	A-2 and the others do it.
11. Points to B-2; shows a number card (a #1); points the arrow to the right.		(B-2 says) MOVE THE SQUARE ONE SPACE RIGHT.	B-2 and the others do it.

#40 (test unit)

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation.

2) The following number cards, mixed and face down on the table.

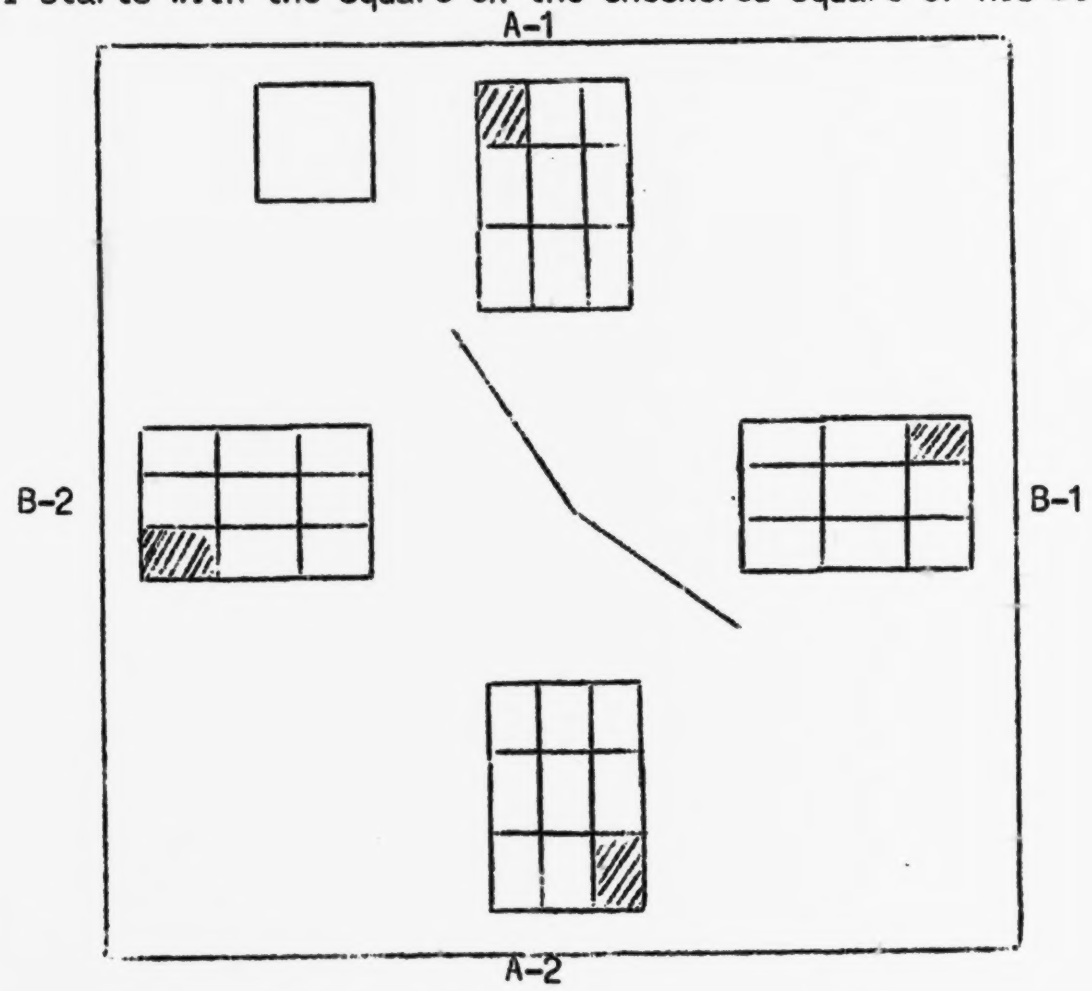
a #1 (2), a #2 (2), a #3 (2)

3) Four Direction Boards

4) A shield.

Aim: To see which pupil gets the object to square #2 of the Direction Board first.

Starting Position: Each pupil starts with the square on the checkered square of his Direction Board.



#40 (test unit)

Description of Play:

A-1: Takes a card (a #2) and points the arrow to the left.*
He says: MOVE THE SQUARE TWO SPACES TO THE LEFT.
A-2 moves the square two spaces to the left.
A-1 removes the shield. A-2's move matches the number card and the arrow.
A-1 returns the card to the pack and gives the arrow to B-1.

B-1: Takes a card (a #3) and points the arrow forward.*
He says: MOVE THE SQUARE THREE SPACES FORWARD.
B-2 moves the square three spaces forward.
B-1 removes the shield. B-2's move matches the number card and the arrow.
B-1 returns the card to the pack and gives the arrow to A-2.

A-2: Takes a card (a #1) and points the arrow left.
He says: MOVE THE SQUARE ONE SPACE TO THE LEFT.
A-1 moves the square one space to the left.
A-2 removes the shield. A-1's move matches the number card and the arrow.
A-2 returns the card to the pack and gives the arrow to B-2.

**B-2: Takes a card (a #2) and points the arrow left.
He says: MOVE THE SQUARE TWO SPACES TO THE LEFT.
B-1 moves the square two spaces forward instead.
B-2 removes the shield. B-1's move matches the card but not the direction of the arrow.
B-2 returns the card to the pack and puts the ball back on the checkered square.
B-2 gives the arrow A-1.

*In the first round the pupils can only point the arrow forward or to the left.

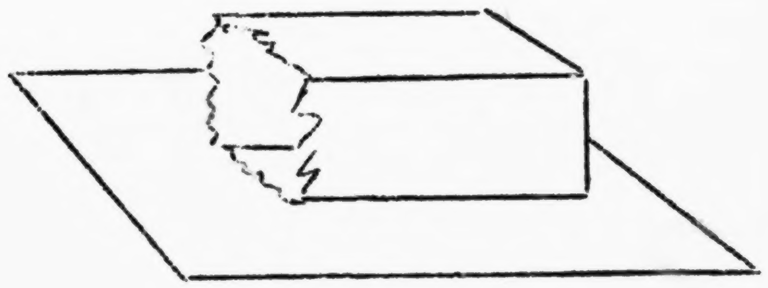
**A mistake has been included in this description.

UNIT #41

Pattern:	PUT	THE	BOAT	ON	THE	BAG.
			CAR	IN		
			STICK			
			TREE			

Teaching Points:

1. The Presentation introduces "on," and "in."
2. The teacher should have a "demonstration" bag on a piece of cardboard, which can be held up so pupils can see the position of objects "in" and "on" it.



demonstration bag

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#41

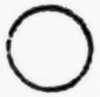
PRESENTATION

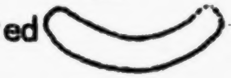
Teacher needs: 1) The following shapee objects:

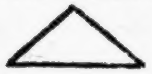
1 red boat   1 red stick
1 red car   1 red tree

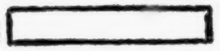
2) The demonstration bag.

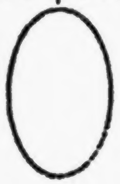
Each group needs: 1) The following shapee pieces:

8 red 

2 red 

2 red 

4 red 

4 red 

2) 2 bags

3) A shield.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up the demonstration bag. Points inside it.	IN THE BAG.	IN THE BAG.	
2.	Holds up the demonstration bag. Holds up a tree in the other hand.	SAY: PUT THE TREE IN THE BAG.	PUT THE TREE IN THE BAG.	
3.	Puts the tree in the bag. Points inside the bag.	IN	IN	
4.	Holds up the car.	SAY: PUT THE CAR IN THE BAG.	PUT THE CAR IN THE BAG.	
5.	Puts the car in the bag. Then holds up the stick.	SAY: PUT THE STICK IN THE BAG.	PUT THE STICK IN THE BAG.	
6.	Puts the stick in the bag. Then, holds up the boat.	SAY:	PUT THE BOAT IN THE BAG.	
7.	Puts the boat in the bag. Then, empties the bag.			
8.	Holds up demonstration bag. Points to a place on it.	ON THE BAG.	ON THE BAG.	
9.	Holds up a tree.	SAY: PUT THE TREE ON THE BAG.	PUT THE TREE ON THE BAG.	
10.	Puts the tree on the bag. Points to it.	ON	ON.	

	TEACHER		CLASS	
	DCES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Holds up a car.	SAY: PUT THE CAR ON THE BAG.	PUT THE CAR ON THE BAG.	
12.	Puts the car on the bag. Then, holds up a stick. Points "on" the bag.	SAY: PUT THE STICK ON THE BAG.	PUT THE STICK ON THE BAG.	
13.	Points inside the bag.	IN THE BAG.	IN THE BAG.	
14.	Points "on" the bag.	ON THE BAG.	ON THE BAG.	
15.	Holds up a stick, points inside the bag.	SAY:	PUT THE STICK IN THE BAG.	
16.	Holds up a tree, points on the bag.	SAY:	PUT THE TREE ON THE BAG.	
17.	Points to A-1, and to the bag.	TAKE A BAG.		He does it.
18.	Points to A-1 and A-2.	MAKE A RED BOAT AND A RED CAR.		They do it.
19.	Points to B-1 and B-2.	MAKE A RED TREE AND TAKE A RED STICK.		They do it.
20.	Points to A-1.	PUT A BOAT IN THE BAG.		He does it.
21.	Points to B-1.	PUT A STICK ON THE BAG.		He does it.
22.	Points to A-2.	PUT A CAR IN THE BAG.		He does it.
23.	Points to B-2.	PUT A TREE ON THE BAG.		He does it.
24.	Goes to the demonstration table. Moves the bag, with the objects "in" and "on" it, to A-1's and B-1's side of the table (see diagram for the Activity). Puts the shield between the 1's and the 2's. The remaining objects are on A-2's and B-2's side of the table.			The other groups imitate the demonstration group.

#41

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made and distributed during the Presentation, as follows:

Set #1 on one side of the shield

a red boat	a red stick
a red car	a red tree

Set #2 (identical to Set #1) on the other

2) 2 bags (#1 and #2)

3) A shield

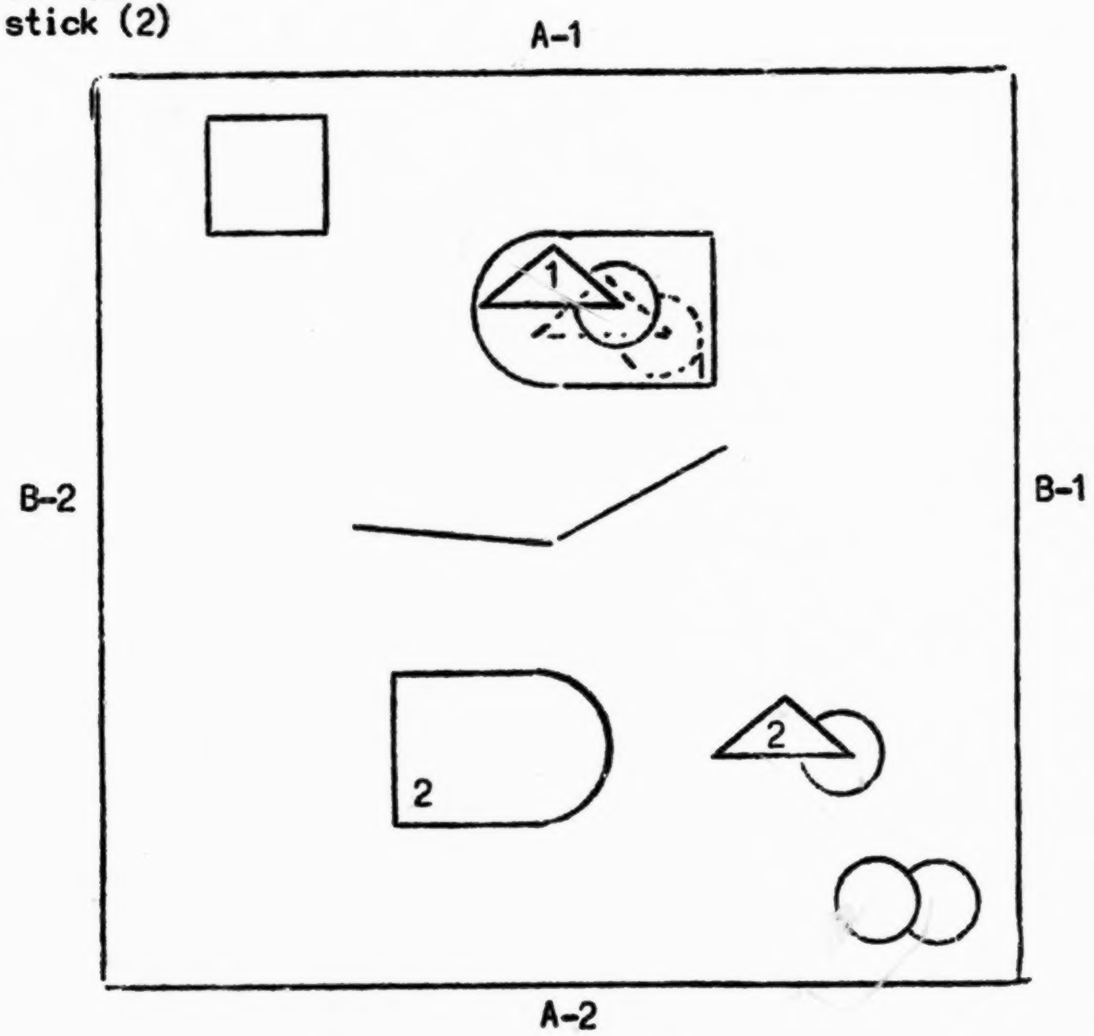
4) The following picture cards, mixed and face down on the table:

a red boat (2)	a red car (2)
a red tree (2)	a red stick (2)

5) Counters.

Aim: For a team to get the most counters in 3 rounds.

Starting Position:



#41

Description of Play:

A-1: Takes a card (a boat).
The Set #1 boat is on bag #1.
He says: PUT THE BOAT ON THE BAG.
A-2 puts the Set #2 boat on bag #2.
The shield is lifted.
Both objects are in the same position.
The A team takes a counter.
The card is returned to the pack, and the Set #2 object to the table.

*B-1: Takes a card (a stick).
The Set #1 stick is in bag #1.
He says: PUT THE STICK IN THE BAG.
B-2 puts the stick on bag #2.
The shield is lifted.
The objects are in different positions.
The card is returned to the pack, and the Set #2 object to the table.

**A-1: Takes a card (a car).
The Set #1 car is in bag #1.
He says: PUT THE CAR IN THE BAG.
A-2 puts the Set #2 car in bag #2.
The shield is lifted.
Both objects are in the same position.
The A team takes a counter.
The card is returned to the pack, and the Set #2 object to the table.

*A mistake has been included in this description.
**In the next play A-2 and B-2 speak.

UNIT #42

Pattern:	PICK	UP	A	BOAT	AND	PUT	IT	HERE.
				BED				THERE.
				BIRD				
				DOG				

Teaching Point:

The Presentation introduces "pick up." Act this out by taking an object and lifting it up. Do not bring it to yourself as you do for "take."

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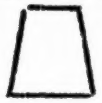
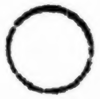
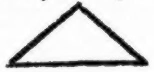
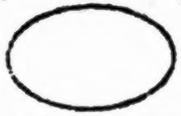
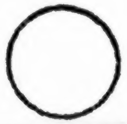
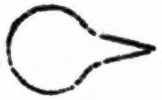
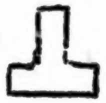
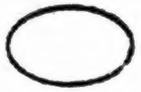
PRESENTATION

Teacher needs the following shapee objects:

a red bed
a blue bed
a big red dog
a little red dog
a red boat
a blue boat
a yellow bird
a blue bird

Each group needs the following shapee pieces:

3 red / 1 blue
2 red / 2 blue 
2 red 
2 red
1 red / 1 blue 
1 red / 1 blue
1 red 
1 blue / 1 yellow 
1 blue/1 yellow 
1 blue/1 yellow 
1 red 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	MAKE A RED BED AND A BLUE ONE.		He does it.
2.	Points to B-1.	MAKE A RED BOAT AND A BLUE ONE.		He does it.
3.	Points to A-2.	MAKE A YELLOW BIRD AND A BLUE ONE.		He does it.
4.	Points to B-2.	MAKE A BIG RED DOG AND A LITTLE RED DOG.		He does it.
5.	Acts out "take."	TAKE.	TAKE.	They imitate.
6.	Acts out "pick up."	PICK UP.	PICK UP.	They imitate.
7.	Picks up a red boat.	A-1, PICK UP A BOAT.	A-1, PICK UP A BOAT.	He picks up a red boat.
8.	Picks up a blue bed.	B-1, PICK UP A BED.	B-1, PICK UP A BED.	He does it.
9.	Picks up a yellow bird.	A-2, PICK UP A BIRD.	A-2, PICK UP A BIRD.	He does it.
10.	Picks up a big dog.	SAY: B-2,	B-2, PICK UP A DOG.	He does it.
11.	Acts out "changing places."	A-2 AND B-1, CHANGE PLACES.		They do it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Points to A-1. Then picks up a red boat and puts it in front of himself.	SAY: PICK UP A BOAT AND PUT IT HERE.	PICK UP A BOAT AND PUT IT HERE.	A-2 does it.
13.	Points to B-1. Then picks up a little dog and puts it in front of himself.	SAY: PICK UP A DOG AND PUT IT HERE.	PICK UP A DOG AND PUT IT HERE.	B-2 does it.
14.	Points to A-2. Then picks up a blue bed and acts out "there."	SAY: PICK UP A BED AND PUT IT THERE.	PICK UP A BED AND PUT IT THERE.	A-1 does it.
15.	Points to B-2. Then picks up a blue bird and acts out "here."	SAY: PICK UP A BIRD AND PUT IT THERE.	PICK UP A BIRD AND PUT IT THERE.	B-1 does it.
16.	Picks up a yellow bird. Acts out "here."	SAY: PICK UP A BIRD AND PUT IT HERE.	PICK UP A BIRD AND PUT IT HERE.	They point between themselves.
17.	Picks up a red bed. Acts out "there."	SAY:	PICK UP A BED AND PUT IT THERE.	They point to the opposite team.
18.	Picks up a blue bed. Acts out "there."	SAY:	PICK UP A BED AND PUT IT THERE.	They point to the opposite team.
19.	Picks up a red boat. Acts out "here."	SAY:	PICK UP A BOAT AND PUT IT HERE.	They point between themselves.
20.	Picks up a blue boat. Acts out "there."	SAY:	PICK UP A BOAT AND PUT IT HERE.	They point between themselves.

#42

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) The following picture cards (Set #1) mixed and face down on the table.

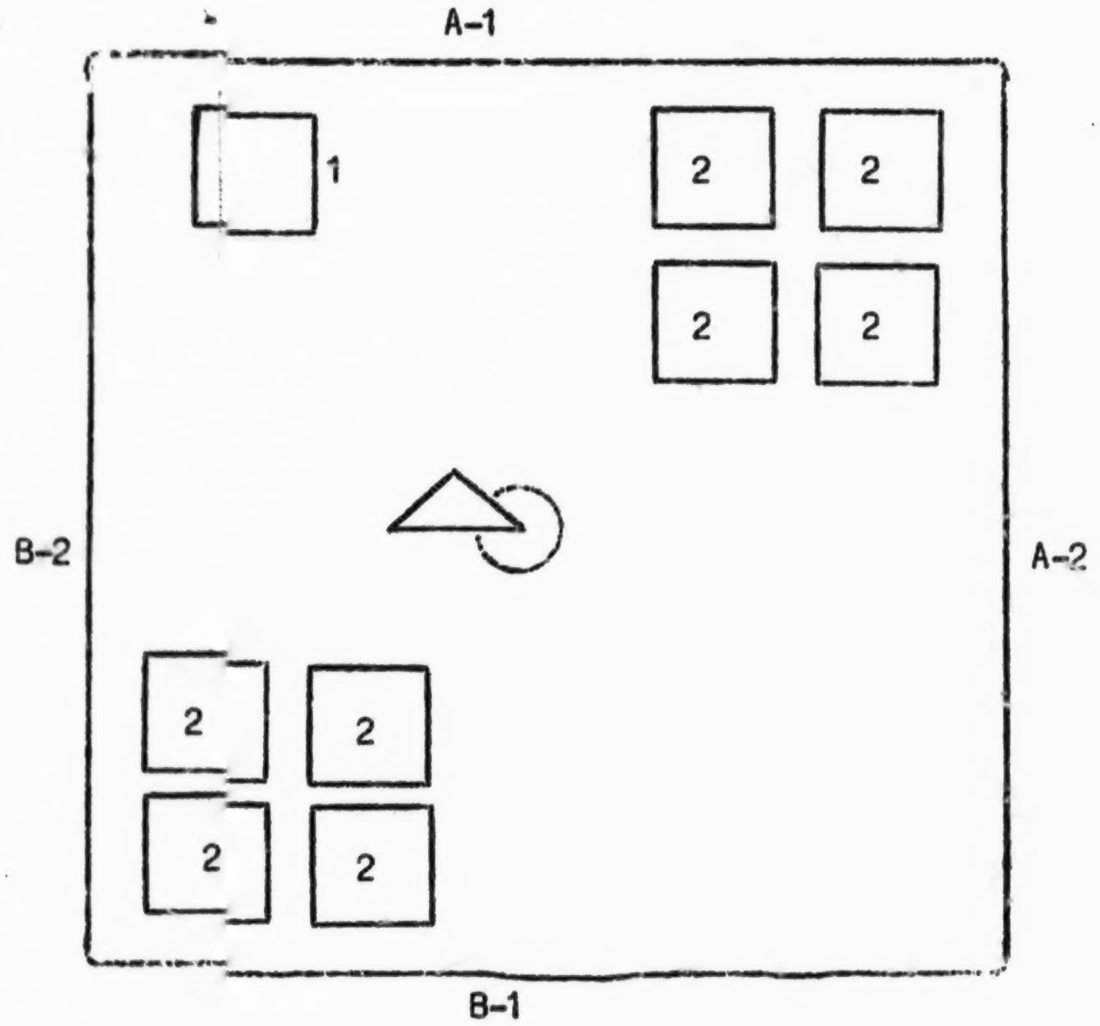
a red bed
a blue bed
a big red dog
a little red dog

a red boat
a blue boat
a yellow bird
a blue bird

3) Set #2 picture cards, identical to Set #1, divided, face up, between team A and team B. Each team gets one card of each object (a bed, a dog, a boat, and a bird).

Aim: To cover a team's Set #2 cards with objects.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (a big red dog).
The matching Set #2 card is between B-1 and B-2.
He says: PICK UP A DOG AND PUT IT THERE.
A-2 picks up the object and puts it on the B team's matching card.
The cards and the object match.
The Set #1 card is discarded.

B-1: Takes a Set #1 card (a blue boat).
The matching Set #2 card is between him and B-2.
He says: PICK UP A BOAT AND PUT IT HERE.
B-2 does it.
The cards and the object match.
The Set #1 card is discarded.

*A-2: Takes a Set #1 card (a yellow bird).
The matching Set #2 card is between B-1 and B-2.
He says: PICK UP A BIRD AND PUT IT THERE.
A-1 picks up the blue bird and puts it on the A team's matching card.
The Set #1 card does not match the object and the Set #2 card.
The Set #1 card is returned to the pack, and the object to the table.

B-2: Takes a Set #1 card (a blue bird).
The matching Set #2 card is between him and B-1.
He says: PICK UP A BIRD AND PUT IT HERE.
B-1 does it.
The cards and the object match.
The Set #1 card is discarded.

*A mistake has been included in this description.

UNIT #43

Pattern:	PICK	UP	THE	LONG	RED	STICK.	PUT	IT	IN	THE	BAG.
				SHORT	GREEN	BED			ON		

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#43

PRESENTATION

Teacher needs: 1) The following shapee objects:

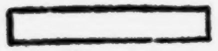
a long red stick
a long green stick
a short red stick
a short green stick

a long red bed
a long green bed
a short red bed
a short green bed

2) The demonstration bag.

Each group needs: 1) The following shapee pieces:

4 red/4 green

4 red/4 green 

8 red/8 green

2) 2 bags

3) A shield

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1, holds up a long red stick and a short one.	TAKE A LONG RED STICK AND A SHORT ONE.		He does it.
2. Points to B-1, holds up a long red bed and a short one.	MAKE A LONG RED BED AND A SHORT ONE.		He does it.
3. Points to A-2, holds up a long green stick and a short one.	TAKE A LONG GREEN STICK AND A SHORT ONE.		He does it.
4. Points to B-2, holds up a long green bed and a short one.	MAKE A LONG GREEN BED AND A SHORT ONE.		He does it.
5. Picks up a long red stick.	SAY:PICK UP THE LONG RED STICK.	PICK UP THE LONG RED STICK.	
6. Picks up a short green bed.	SAY:PICK UP THE SHORT GREEN BED.	PICK UP THE SHORT GREEN BED.	
7. Holds up the demonstration bag. Puts the bed in the bag.	SAY: PUT IT IN THE BAG.	PUT IT IN THE BAG.	
8. Points to A-1.	TAKE A BAG.		He does it.
9. Acts out "picking up."	A-1, PICK UP THE LONG RED STICK.	A-1, PICK UP THE LONG RED STICK.	A-1 does it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.		SAY: PUT IT IN THE BAG.	PUT IT IN THE BAG.	A-1 does it.
11.		B-1, PICK UP THE SHORT GREEN BED; PUT IT ON THE BAG.	B-1, PICK UP THE SHORT GREEN BED; PUT IT ON THE BAG.	B-1 does it.
12.		A-2, PICK UP THE LONG RED BED; PUT IT ON THE BAG.	A-2, PICK UP THE LONG RED BED; PUT IT ON THE BAG.	A-2 does it.
13.		B-2, PICK UP THE SHORT RED STICK; PUT IT ON THE BAG.	B-2, PICK UP THE SHORT RED STICK; PUT IT ON THE BAG.	B-2 does it.
14.	Points to A-1. Then picks up the long green stick and points in the bag.	A-1. PICK UP THE LONG GREEN STICK AND PUT IT IN THE BAG.	A-1, PICK UP THE LONG GREEN STICK AND PUT IT IN THE BAG.	He does it.
15.	Points to B-1. Then picks up the short green stick and points on the bag.		B-1, PICK UP THE SHORT GREEN STICK AND PUT IT ON THE BAG.	He does it.
16.	Points to A-2. Then picks up the long green bed, and points on the bag.		A-2, PICK UP THE LONG GREEN BED AND PUT IT ON THE BAG.	He does it.
17.	Points to B-2. Then picks up the short red bed, and points in the bag.		B-2, PICK UP THE SHORT RED BED AND PUT IT IN THE BAG.	He does it.
18.	Goes to the demonstration table. Moves the bag (with objects in and on it) to A-1's and B-1's side of the table. Puts the shield between the 1's and the 2's. The remaining pieces are on A-2's and B-2's side of the table.			The other groups imitate.
19.	Points to A-2.	TAKE A LONG RED STICK AND A SHORT ONE.		He does it.
20.	Points to B-2.	TAKE A LONG GREEN STICK AND A SHORT ONE.		He does it.

#43

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made and distributed in the Presentation:

Set #1 (consisting of one of each object) on one side of the shield
Set #2 (identical to Set #1) on the other.

2) 2 bags (#1 and #2)

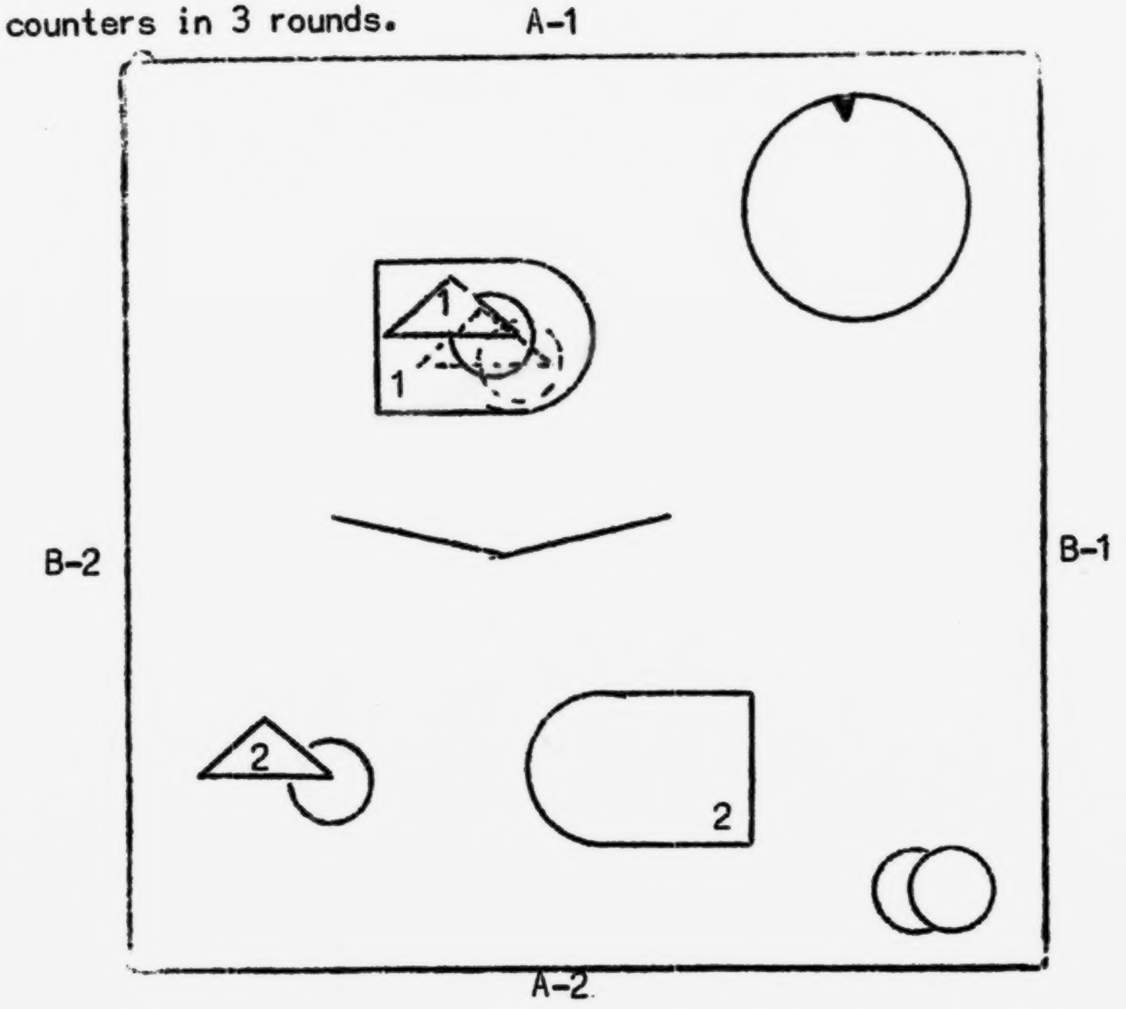
3) Spinner Cover #2

4) A shield

5) Counters.

Aim: For a team to get the most counters in 3 rounds.

Starting Position:



Description of Play:

A-1: Spins the spinner (a long red bed).
The Set #1 object is in bag #1.
He says: PICK UP THE LONG RED BED. PUT IT IN THE BAG.
A-2 does so with the Set #2 object.
A-1 lifts the shield and shows the spinner. The objects match the spinner, and are in the same position.
A-1 returns the Set #2 object and takes a counter for the team.

B-1: Spins (a short green stick).
The Set #1 object is in bag #1.
He says: PICK UP THE SHORT GREEN STICK. PUT IT IN THE BAG.
B-2 does so with the Set #2 object.
B-1 lifts the shield and shows the spinner. The objects match the spinner, and are in the same position.
B-1 returns the Set #2 object and takes a counter for the team.

*A-2: Spins (a long red stick).
The Set #2 object is in bag #1.
He says: PICK UP THE LONG RED STICK. PUT IT ON THE BAG.
A-1 puts the Set #2 object in bag #2.
A-2 lifts the shield and shows the spinner. The objects match the spinner, but they are not in the same position.
A-1 returns the Set #2 object.

B-2: Spins the spinner (a short green bed).
The Set #2 object is on bag #1.
He says: PICK UP THE SHORT GREEN BED. PUT IT ON THE BAG.
B-1 does so with the Set #1 object.
B-2 lifts the shield and shows the spinner. The objects match the spinner, and are in the same position.
B-2 returns the Set #1 object and takes a counter.

*A mistake has been included in this description.

UNIT #44

Pattern:	POINT	TO	THE	CARD	WITH	THE	STICKS.	SHOW	IT	TO	ME.
							SQUARES				
							COATS				

Teaching Points:

1. The words "point to" and "card" which have been used only by the teacher until now, are used by the pupils for the first time in this Presentation. The Presentation also introduces "with."
2. Save the cards and objects from this Unit for use in the following Unit.

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#44

PRESENTATION

Teacher needs: 1) The following cards: a green color card
a yellow color card
a blank card

2) The following shapee objects:

3 red coats
4 red squares
2 red sticks

Each group needs: 1) The following shapee pieces:

4 red □ 2 red ▭ 3 red ⏢

2) The following cards:

a green color card
a yellow color card
a blank card

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to the blackboard.	POINT.	POINT	They point to the blackboard.
2. Points to the floor.	POINT.	POINT	They point to the floor.
3.	POINT TO THE CARD.	POINT TO THE CARD.	
4. Holds up a blank card and points to it.			They point to the card.
5. Points to the blank card.	POINT TO THE CARD.	POINT TO THE CARD.	They do it.
6. Holds up a blank card with 2 shapee sticks against it.	POINT TO THE CARD WITH THE STICKS.	POINT TO THE CARD WITH THE STICKS.	They point to the card.
7. Holds up a green card with 2 shapee sticks on it.	POINT TO THE CARD WITH THE STICKS.	POINT TO THE CARD WITH THE STICKS.	They point to the card.
8. Holds up a green card with 3 coats on it.	POINT TO THE CARD WITH THE COATS.	POINT TO THE CARD WITH THE COATS.	They point to the card.
9. Holds up a yellow card.	POINT TO THE CARD.	POINT TO THE CARD.	They do it.
10. Holds up a yellow card with 3 coats on it.	POINT TO THE CARD WITH THE COATS.	POINT TO THE CARD WITH THE COATS.	They do it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Holds up a yellow card with 2 sticks on it.		POINT TO THE CARD WITH THE STICKS.	
12.	Holds up a blank card.		POINT TO THE CARD.	
13.	Holds up a blank card with 4 squares on it.		POINT TO THE CARD WITH THE SQUARES.	
14.	Holds up a yellow card with 4 squares.		POINT TO THE CARD WITH THE SQUARES	
15.	Goes to the demonstration table. Puts 3 shapee coats on the green card and puts it in the middle of the table (see Activity diagram). Puts 4 shapee squares on the yellow card, and puts it on the table. Puts 2 shapee sticks on the blank card, and puts it on the table.			
16.		A-1, POINT TO THE CARD WITH THE STICKS.	A-1, POINT TO THE CARD WITH THE STICKS.	A-1 points to the blank card.
17.		SHOW IT TO ME.	SHOW IT TO ME.	A-1 shows the card to the group.
18.		B-1, POINT TO THE CARD WITH THE SQUARES. SHOW IT TO ME.	B-1, POINT TO THE CARD WITH THE SQUARES. SHOW IT TO ME.	B-1 points to the yellow card. Then he holds it up to show it to the group.
19.		A-2, POINT TO THE CARD WITH THE STICKS. SHOW IT TO ME.	A-2, POINT TO THE CARD WITH THE STICKS. SHOW IT TO ME.	A-2 points to the blank card, then shows it to the group.
20.		B-2, POINT TO THE CARD WITH THE COATS. SHOW IT TO ME.	B-2, POINT TO THE CARD WITH THE COATS. SHOW IT TO ME.	B-2 points to the green card, then shows it to the group.

#44

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation.

2) The following cards (Set #1), mixed and face down on the table.

a green color card
a yellow color card
a blank card (2)

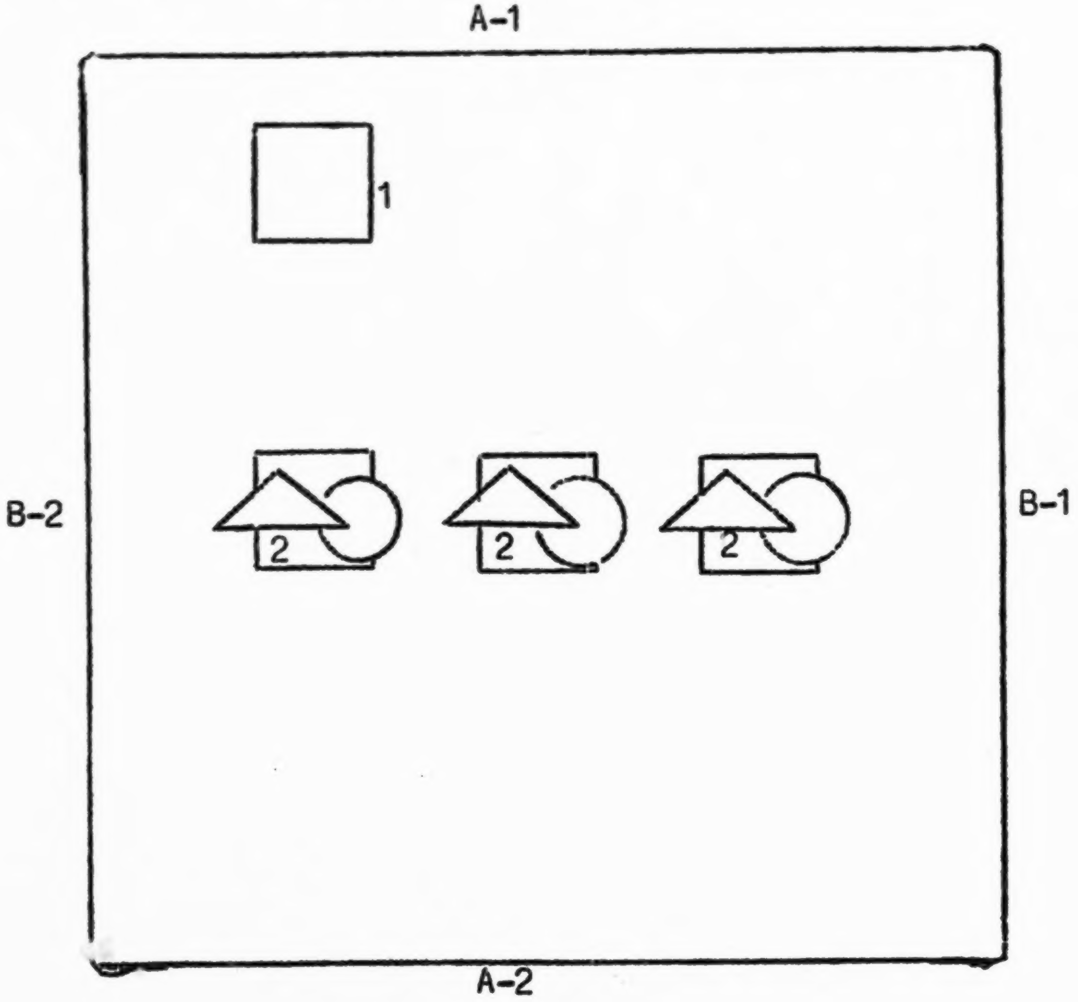
3) The following cards (Set #2), face up on the table, with objects on them, as follows:

a green color card, with 3 red shapee coats on it
a yellow color card, with 4 red shapee squares on it
a blank card, with 2 red shapee sticks on it.

4) Counters.

Aim: To get the most counters.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (green).
He says: POINT TO THE CARD WITH THE COATS.
A-2 points to the Set #2 green card.
A-1 says: SHOW IT TO ME.
A-2 shows him the Set #2 card.
The Set #1 and the Set #2 cards match.
The cards are returned to the table.
A-1 takes a counter for the team.

*B-1: Takes a Set #1 card (blank).
He says: POINT TO THE STICKS.
B-2 does it.
B-1 says: SHOW IT TO ME.
B-2 shows B-1 the sticks.
The Set #1 card does not match the objects.
The card and the object are returned to the table.

A-2: Takes a Set #1 card (blank).
He says: POINT TO THE CARD WITH THE STICKS.
A-1 does it.
A-2 says: SHOW IT TO ME.
A -1 shows him the Set #2 card.
The Set #1 and the Set #2 cards match.
A-2 takes a counter for the team.

B-2: Takes a Set #1 card (yellow).
He says: POINT TO THE CARD WITH THE SQUARES.
B-1 does it.
B-2 says: SHOW IT TO ME.
B-1 shows him the Set #2 card.
The Set #1 and the Set #2 cards match.
B-2 takes a counter for the team.

For the next play, the position of the objects is changed, (i.e., the coats are placed on the blank card, the sticks are placed on the green card, and so on).

*A mistake has been included in this description.

UNIT #45

Pattern:	POINT	TO	THE	CARD	WITH	THE	STICKS.	SHOW	IT	TO	ME.
							SQUARES		THEM		
							COATS				

Teaching Points:

1. The Presentation introduces "them" in contrast to "it."
2. When practicing the patterns using "it" or "them," make sure that the pupils are not stressing these particular words.
3. The Activity uses the cards and objects from the previous Unit, but requires additional picture cards (note Materials needed for the Communication Activity).
4. Notice that in the Presentation and Activity, "it" refers to the card (always singular), while "them" refers to the objects (always plural).

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#45

PRESENTATION

Teacher needs: The following cards:

a green color card
a yellow color card
a blank card

Each group needs: the cards and objects from the previous Unit, as follows:

4 red squares   3 red coats   2 red sticks

a green color card, a yellow color card, a blank card

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a blank card with 2 shapee sticks on it.	SAY: POINT TO THE CARD WITH THE STICKS.	POINT TO THE CARD WITH THE STICKS.	They do it.
2.	Holds up a blank card with 2 sticks on it. Points to it.	SAY:	POINT TO THE CARD WITH THE STICKS.	
3.	Holds up the card.	SAY: SHOW IT TO ME.	SHOW IT TO ME.	
4.	Holds up the sticks.	SAY: SHOW THEM TO ME.	SHOW THEM TO ME.	
5.	Holds up a yellow card with 4 squares on it. Points to it.	SAY:	POINT TO THE CARD WITH THE SQUARES.	
6.	Holds up the squares.	SAY: SHOW THEM TO ME.	SHOW THEM TO ME.	
7.	Holds up the card.	SAY: SHOW IT TO ME.	SHOW IT TO ME.	
8.	Holds up a yellow card with 3 coats on it. Points to it.	SAY:	POINT TO THE CARD WITH THE COATS.	
9.	Holds up the card.	SAY:	SHOW IT TO ME.	
10.	Holds up the squares.	SAY:	SHOW THEM TO ME.	
11.	Goes to the demonstration table. Puts 3 shapee coats on the green card and puts it in the middle of the table (see Activity diagram). Puts 4 shapee squares on the yellow card and lays it on the table. Puts 2 shapee sticks on the blank card, and lays it on the table.			The other groups imitate.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.		A-1, POINT TO THE CARD WITH THE STICKS.	A-1, POINT TO THE CARD WITH THE STICKS.	He does it.
13.		SAY: SHOW IT TO ME.	SHOW IT TO ME.	He shows the card.
14.		B-1, POINT TO THE CARD WITH THE SQUARES	B-1, POINT TO THE CARD WITH THE SQUARES.	He does it.
15.		SAY: SHOW THEM TO ME.	SHOW THEM TO ME.	He shows the objects.
16.		A-2, POINT TO THE CARD WITH THE SQUARES.	A-2, POINT TO THE CARD WITH THE SQUARES.	He does it.
17.		SAY: SHOW IT TO ME.	SHOW IT TO ME.	He shows the card.
18.		B-2, POINT TO THE CARD WITH THE COATS.	B-2, POINT TO THE CARD WITH THE COATS.	He does it.
19.		SAY: SHOW THEM TO ME.	SHOW THEM TO ME.	He shows the objects.
20.	Holds up the card with the sticks.	SAY:	POINT TO THE CARD WITH THE STICKS.	
21.	Holds out the objects.	SAY:	SHOW THEM TO ME.	
22.	Holds out the card.	SAY:	SHOW IT TO ME.	
23.	Holds up the card with the squares.	SAY:	POINT TO THE CARD WITH THE SQUARES.	
24.	Holds out the card.	SAY:	SHOW IT TO ME.	
25.	Holds out the objects.	SAY:	SHOW THEM TO ME.	

#45.

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation.

2) The following cards (Set #1), mixed and face down on the table.

3 red coats
4 red squares
2 red sticks (2)

a green color card
a yellow color card
a blank card (2)

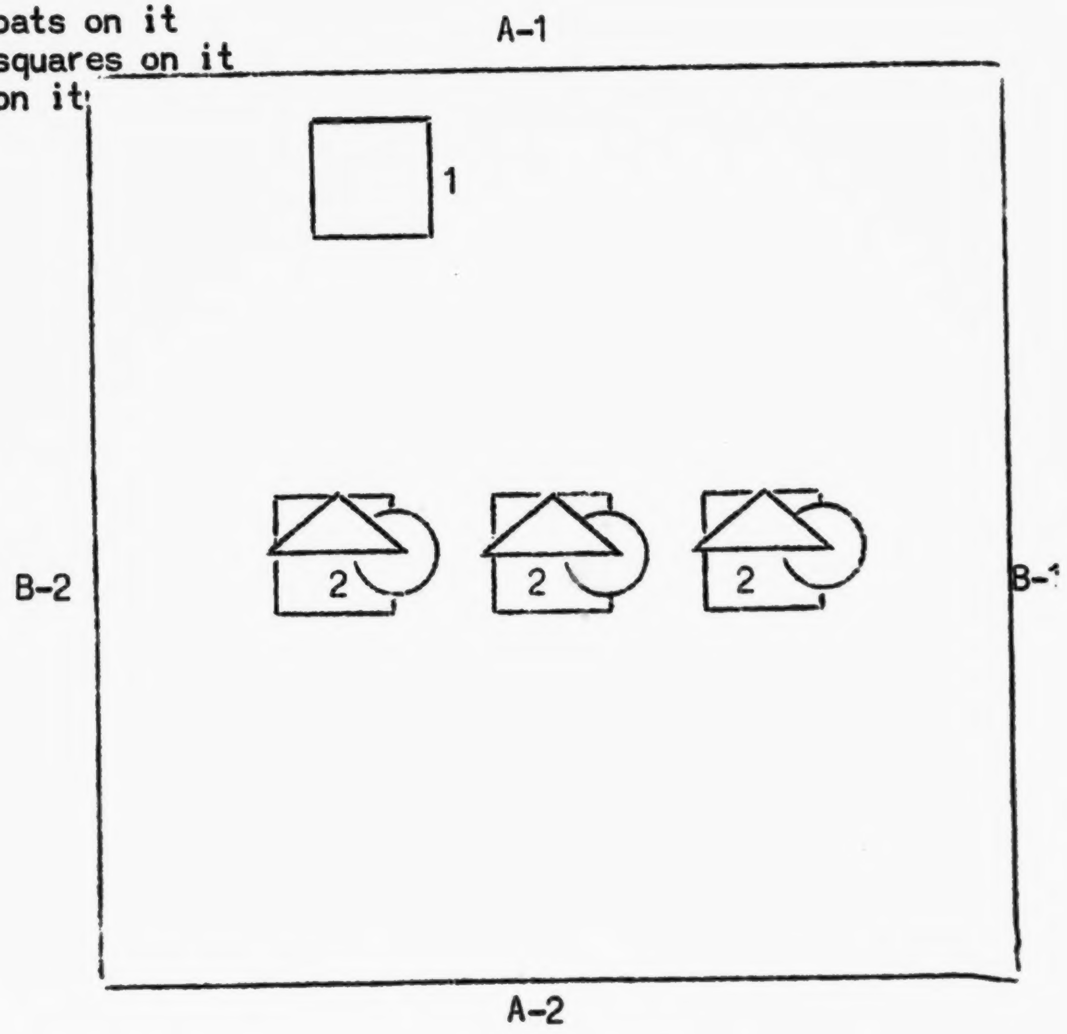
3) The following cards (Set #2, from the previous Unit), face up on the table, with objects on them, as follows:

a green color card, with 3 red shapee coats on it
a yellow color card, with 4 red shapee squares on it
a blank card, with 2 red shapee sticks on it

4) Counters.

Aim: To get counters.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (green).
He says: POINT TO THE CARD WITH THE COATS.
A-2 points to the Set #2 card.
A-1 says: SHOW IT TO ME.
A-2 shows him the card.
The Set #1 and Set #2 cards match.
They are returned to the table.
A-1 takes a counter for the team.

B-1: Takes a Set #1 card (3 coats).
He says: POINT TO THE CARD WITH THE COATS.
B-2 points to the Set #2 card.
B-1 says: SHOW THEM TO ME.
B-2 shows him the objects.
The Set #1 card and the objects match.
The card and objects are returned to the table.
B-1 takes a counter for the team.

*A-2: Takes a Set #1 card (blank).
He says: POINT TO THE CARD WITH THE STICKS.
A-1 points to the Set #2 card.
A-2 says: SHOW IT TO ME.
A-1 shows him the objects.
The Set #1 card does not match the objects.
The card and the objects are returned to the table.

B-2: Takes a Set #1 card (2 sticks).
He says: POINT TO THE CARD WITH THE STICKS.
B-1 points to the Set #2 card.
B-2 says: SHOW THEM TO ME.
B-1 shows him the objects.
The Set #1 card and the objects match.
The card and the objects are returned to the table.
B-1 takes a counter for the team.

*A mistake has been included in this description.

UNIT #46

Pattern:	FIND	THE	GREEN	STICKS	AND	GIVE	THE	LONG	ONE	TO	ME.
			GREEN	BEDS				SHORT			B-1

Teaching Points:

1. The Presentation introduces the use of "one" as a direct object.
2. Save the objects from this Unit for use in the following Unit.

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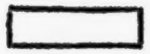
PRESENTATION

Teacher needs: The following shapee objects:

a long red stick	a long green stick
a short red stick	a short green stick
a long red bed	a long green bed
a short red bed	a short green bed

Each group needs: 1) The following shapee pieces:

4 red / 4 green 

8 red / 8 green

4 red / 4 green

2) A box.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a long red bed and a short one.	A-1, MAKE A LONG RED BED AND A SHORT ONE.	A-1, MAKE A LONG RED BED AND A SHORT ONE.	He does it.
2.	Holds out the long bed.	THE LONG ONE.	THE LONG ONE.	
3.	Holds out the short bed.	THE SHORT ONE.	THE SHORT ONE.	
4.	Holds up a long green bed and a short one.	B-1, MAKE A LONG GREEN BED AND A SHORT ONE.	B-1, MAKE A LONG GREEN BED AND A SHORT ONE.	He does it.
5.	Holds out the long bed.	THE LONG ONE.	THE LONG ONE.	
6.	Holds out the short bed.	THE SHORT ONE.	THE SHORT ONE.	
7.	Holds up a long red stick and a short one.	A-2, TAKE A LONG RED STICK AND A SHORT ONE.	A-2, TAKE A LONG RED STICK AND A SHORT ONE.	He does it.
8.	Holds up a long green stick and a short one.	B-2, TAKE A LONG GREEN STICK AND A SHORT ONE.	B-2, TAKE A LONG GREEN STICK AND A SHORT ONE.	He does it.
9.	Goes to the demonstration table and covers the objects in the box.			The other groups imitate.
10.	Points to A-1, holds up the short red bed.	SAY: FIND THE RED BEDS.	FIND THE RED BEDS.	A-2 finds them in the box.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to A-1, holds up the short red bed.	SAY: GIVE THE SHORT ONE TO ME.	GIVE THE SHORT ONE TO ME.	A-2 does it.
12.	Points to B-1, holds up the long green stick.	SAY: FIND THE GREEN STICKS.	FIND THE GREEN STICKS.	B-2 does it.
13.		SAY: GIVE THE LONG ONE TO ME.	GIVE THE LONG ONE TO ME.	B-2 does it.
14.	Points to A-2, holds up the long red stick.	SAY:	FIND THE RED STICKS.	A-1 does it.
15.		SAY: GIVE THE LONG ONE TO B-2	GIVE THE LONG ONE TO B-2.	A-1 does it.
16.	Points to B-2, holds up the long green beds.	SAY:	FIND THE GREEN BEDS.	B-1 does it.
17.		SAY: GIVE THE LONG ONE TO TO A-2	GIVE THE LONG ONE TO A-2	B-1 does it.
18.	Goes to the demonstration table. Returns the objects to the box (the remaining shapee pieces are on the table).			The other groups imitate.
19.		A-1, MAKE A LONG RED BED AND A SHORT ONE.	A-1, MAKE A LONG RED BED AND A SHORT ONE.	He makes it from the pieces remaining on the table.
20.		B-1, MAKE A LONG GREEN BED AND A SHORT ONE.	B-1, MAKE A LONG GREEN BED AND A SHORT ONE.	He does it.
21.		A-2, TAKE A LONG RED STICK AND A SHORT ONE.	A-2, TAKE A LONG RED STICK AND A SHORT ONE.	He does it.
22.		B-2, TAKE A LONG GREEN STICK AND A SHORT ONE.	B-2, TAKE A LONG GREEN STICK AND A SHORT ONE.	He does it.

#46

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation

Set #1 (consisting of one of each object) hidden in the box.
Set #2 (identical to Set #1), mixed and divided between A-1 and B-1 (four objects each).

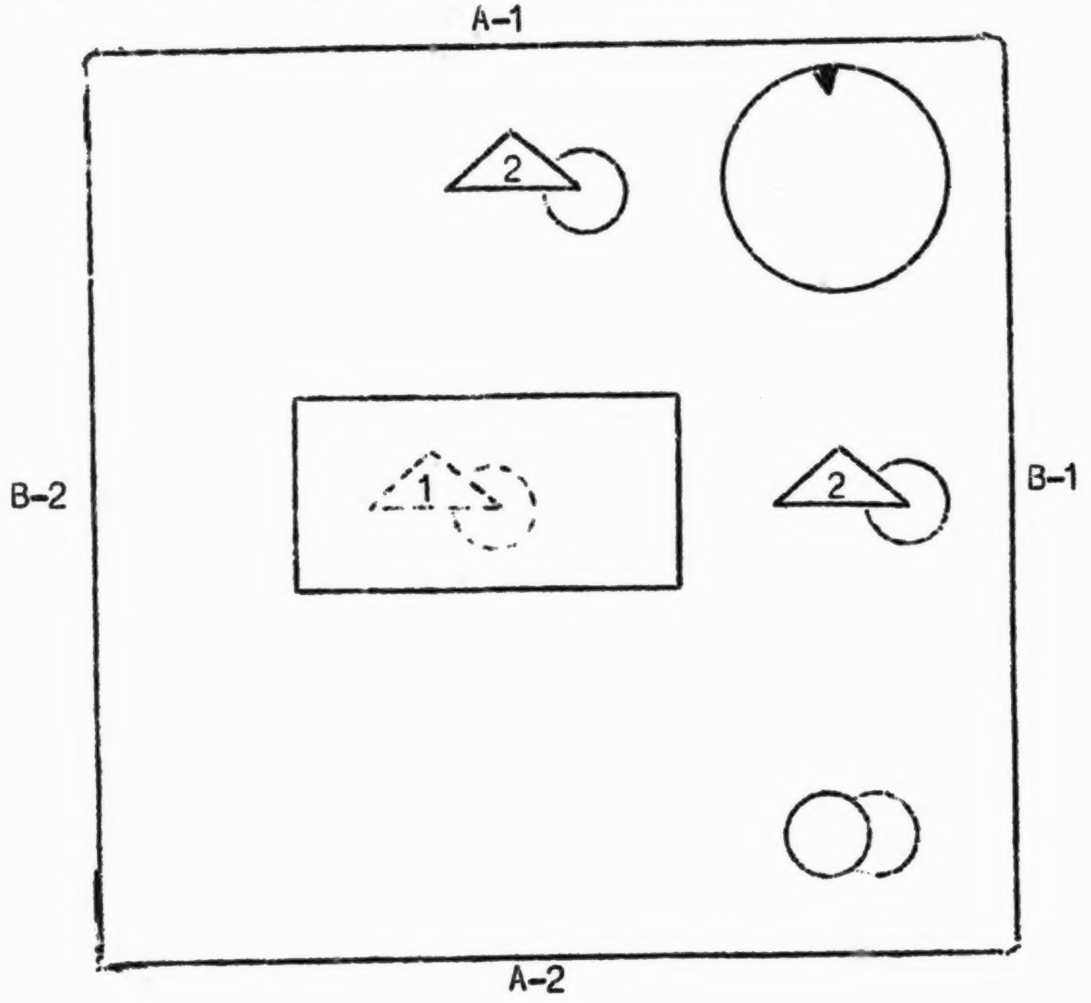
2) A box

3) Spinner cover #2

4) Counters

Aim: To get the most counters in two plays. Each play consists of 3 rounds (A-1 and B-1 each speaking 3 times in the first play; A-2 and B-2 each speaking 3 times in the second play).

Starting Position:



#46

Description of Play:

A-1: Spins the spinner (a long green stick).
B-1 has the matching Set #2 object.
A-1 says: FIND THE GREEN STICKS.
A-2 finds the Set #1 objects.
A-1 says: GIVE THE LONG ONE TO B-1.
A-2 gives the long one to B-1, and returns the short one to the box.
A-1 shows the spinner.
It matches the Set #1 and the Set #2 objects.
The Set #1 object is returned to the box.
A-1 takes a counter for the team.

B-1: Spins the spinner (a short red bed).
He has the matching Set #2 object.
He says: FIND THE RED BEDS.
B-2 does it.
B-1 says: GIVE THE SHORT ONE TO ME.
B-2 does it.
B-1 shows the spinner.
It matches the Set #1 and the Set #2 objects.
The Set #1 object is returned to the box.
B-1 takes a counter for the team.

*A-1: Spins the spinner (a long red bed).
B-1 has the matching Set #2 object.
A-1 says: FIND THE RED BEDS.
A-2 does it.
A-1 says: GIVE THE LONG ONE TO B-1.
A-2 gives B-1 the short one.
A-1 shows the spinner.
The Set #1 object matches one B-1's Set #2 objects, but it does not match the spinner.
The Set #1 object is returned to the box.

After A-1 and B-1 have each spoken 3 times, the activity is re-played, with A-2 and B-2 speaking.

*A mistake has been included in this description.

UNIT #47

Pattern:	FIND	THE	GREEN	STICKS	AND	GIVE	THE	LONG	ONE	(TO ME).
			RED	BEDS		TAKE		SHORT		B-1
										B-2

Teaching Point:

Act out "keeping" by taking an object and holding it close to yourself.

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PRESENTATION

Teacher needs: The following shapee objects:

a long red stick
a short red stick
a long red bed
a short red bed

a long green stick
a short green stick
a long green bed
a short green bed

Each group needs:
1) The shapee objects from the previous Unit.
2) A box.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a long red stick and a short one.	A-1, TAKE A LONG RED STICK AND A SHORT ONE.	A-1, TAKE A LONG RED STICK AND A SHORT ONE.	He does it.
2.		B-1, TAKE A LONG GREEN STICK AND A SHORT ONE.	B-1, TAKE A LONG GREEN STICK AND A SHORT ONE.	He does it.
3.		A-2, TAKE A LONG RED BED AND A SHORT ONE.	A-2, TAKE A LONG RED BED AND A SHORT ONE.	He does it.
4.		B-2, TAKE A LONG GREEN BED AND A SHORT ONE.	B-2, TAKE A LONG GREEN BED AND A SHORT ONE.	He does it.
5.	Holds up the green sticks.	A-1, FIND THE GREEN STICKS.	A-1, FIND THE GREEN STICKS.	He does it.
6.	Holds out the long one to B-1.	SAY: GIVE THE LONG ONE TO B-1.	GIVE THE LONG ONE TO B-1.	He does it.
7.	Holds up the red beds.	B-1, FIND THE RED BEDS.	B-1, FIND THE RED BEDS.	He does it.
8.	Holds out the short one to A-2.	SAY: GIVE THE SHORT ONE TO A-2.	GIVE THE SHORT ONE TO A-2.	He does it.
9.	Holds up the green beds.	A-2, FIND THE GREEN BEDS.	A-2, FIND THE GREEN BEDS.	He does it.
10.	Holds out the long one to B-1.		GIVE THE LONG ONE TO B-1.	He does it.
11.	Goes to the demonstration table. Hides the objects "made" and "taken" in the box, leaving the remaining pieces on the table.			The other groups imitate.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12. Points to A-1.	TAKE A LONG RED STICK AND A SHORT GREEN ONE.		He does it.
13. Acts out "keeping."	KEEP THEM.		He does it.
14. Points to B-1.	TAKE A SHORT RED STICK AND A SHORT GREEN BED.		He does it, and keeps them.
15. Points to A-2.	TAKE A SHORT RED BED AND A LONG GREEN STICK.		He does it, and keeps them.
16. Points to B-2.	TAKE A LONG RED BED AND A LONG GREEN ONE.		He does it, and keeps them.
17. Goes to the table. Points to A-1 (and makes sure A-2 only "finds" the hidden objects).	SAY: FIND THE RED BEDS.	FIND THE RED BEDS.	A-2 finds the hidden red beds.
18. Holds up the short one.	TAKE THE SHORT ONE.	TAKE THE SHORT ONE.	A-2 does it.
19. Points to B-1.	SAY: FIND THE GREEN STICKS.	FIND THE GREEN STICKS.	B-2 does it.
20. Holds up the long one.	SAY:	TAKE THE LONG ONE.	B-2 does it.
21. Points to A-2, holds up the green sticks.	SAY:	FIND THE GREEN STICKS.	A-1 does it.
22. Holds up the long one.	SAY:	GIVE THE LONG ONE TO ME.	A-1 does it.
23. Points to B-2, holds up the red sticks.	SAY:	FIND THE RED STICKS.	B-1 does it.
24. Holds up the long one.	SAY:	GIVE THE LONG ONE TO A-1.	B-1 does it.

#47

COMMUNICATION ACTIVITY

Materials needed:

1) The shapee objects from the previous Presentation.

   Set #1 (consisting of one of each object) hidden in the box
   Set #2 (identical to Set #1) distributed among the players, 2 to each

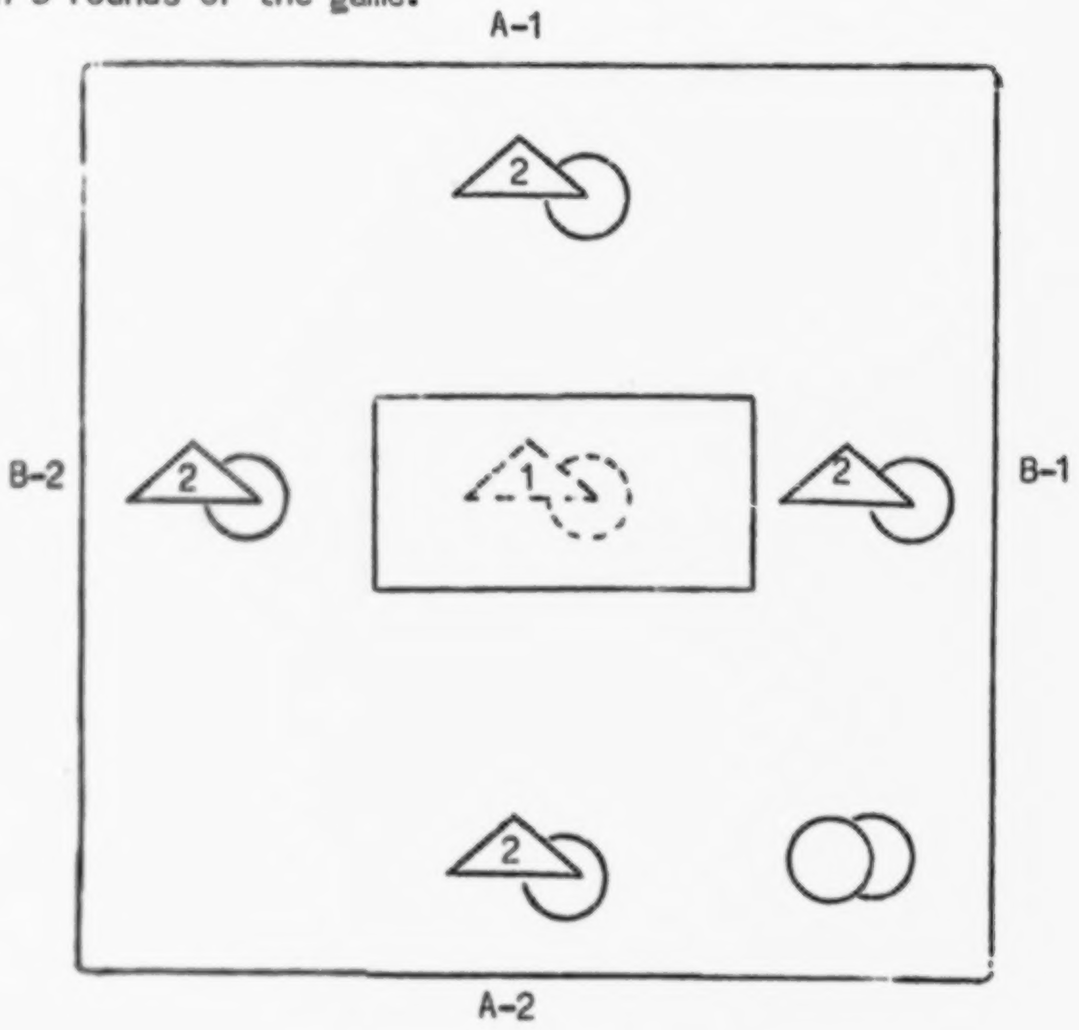
2) A box

3) Spinner cover #2

4) Counters.

Aim: To get the most counters in 3 rounds of the game.

Starting Position:



Description of Play:

A-1: Spins the spinner (a long green stick).
B-1 has the matching Set #2 object.
A-1 says: FIND THE GREEN STICKS AND GIVE THE LONG ONE TO B-1.
A-2 finds the Set #1 objects, gives the long one to B-1, and returns the short one to the box.
A-1 shows the spinner.
It matches the Set #1 and the Set #2 objects.
The Set #1 object is returned to the box.
A-1 takes a counter for the team.

B-1: Spins the spinner (a short red bed).
He has the matching Set #2 object.
He says: FIND THE RED BEDS AND GIVE THE SHORT ONE TO ME.
B-2 does it.
B-1 shows the spinner.
It matches the Set #1 and the #2 objects.
The Set #1 object is returned to the box.
B-1 takes a counter for the team.

*A-2: Spins the spinner (a long red bed).
B-1 has the matching Set #2 object.
A-2 says: FIND THE RED BEDS AND GIVE THE LONG ONE TO B-1.
A-1 finds the Set #1 objects, and gives the short one to B-1.
The Set #1 object matches one of B-1's Set #2 objects, but it does not match the spinner.
The Set #1 object is returned to the box.

B-2: Spins the spinner (a short red bed).
B-1 has the matching Set #2 object.
B-2 says: FIND THE RED BEDS AND TAKE THE SHORT ONE.
B-1 does it.
B-2 shows the spinner.
It matches the Set #1 and the Set #2 objects.
The Set #1 object is returned to the box.
B-2 takes a counter for the team.

*A mistake has been included in this description.

UNIT #48

Pattern:	I	NEED	THIS	FLAG.
			THAT	HOUSE
				BOAT
				TREE

Teaching Point:

The Presentation introduces the word "flag" and the demonstrative pronouns "this" and "that."

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#48

PRESENTATION

Teacher needs: 1) The following shapee objects:

a red flag
a blue flag
a red house
a blue house

a red boat
a blue boat
a red tree
a blue tree

2) The following pages in the picture book: a flag a shapee flag

Each group needs the following shapee pieces:

2 red/blue ▭
2 red/blue △
2 red/blue □
1 red/blue ⬭
1 red/blue ◡

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to the flag in the picture book.	A FLAG	A FLAG	
2. Points to the shapee flag in the picture book.	A FLAG	A FLAG	
3. Holds up a red shapee flag.		A FLAG	
4. Points to A-1; holds up a red flag and a blue flag.	MAKE A RED FLAG AND A BLUE ONE.		He does it.
5. Points to 3-1; hold up a red tree and a blue one.	MAKE A BLUE TREE AND A RED ONE.		He does it.
6. Points to A-2.	MAKE A BLUE HOUSE AND A RED ONE.		He does it.
7. Points to B-2.	MAKE A BLUE BOAT AND A RED ONE.		He does it.
8. Points to A-1 and B-1; indicates the red objects.	TAKE THE RED THINGS.		They do it.
9. Points to A-2 and B-2; indicates the blue objects.	TAKE THE BLUE THINGS.		They do it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Puts all the red objects near himself; puts the blue objects further away from himself. Points to the red flag.	SAY: THIS FLAG.	THIS FLAG.	They point to the flag close to them.
11. Points to the blue flag.	SAY: THAT FLAG.	THAT FLAG.	They point to the flag on the opposite side of the table.
12. Points to A-1; holds up the red flag.	SAY: I NEED THIS FLAG.	I NEED THIS FLAG.	A-2 gives it to him.
13. Points to B-1; holds up the blue flag.	SAY: I NEED THAT FLAG.	I NEED THAT FLAG.	B-2 gives it to him.
14. Points to A-2; hold up the red house.	SAY: I NEED THAT HOUSE	I NEED THAT HOUSE.	A-1 gives it to him.
15. Points to B-2; holds up the blue house.	SAY: I NEED THIS HOUSE	I NEED THIS HOUSE	B-1 gives it to him.
16. Points to A-1; holds up the blue tree.	SAY: I NEED THAT TREE.	I NEED THAT TREE.	A-2 gives it to him.
17. Points to A-1; holds up the blue boat.	SAY: I NEED THIS BOAT.	I NEED THIS BOAT.	A-1 gives it to him.
18. Points to B-2; holds up the red boat.	SAY: I NEED THAT BOAT.	I NEED THAT BOAT.	B-1 gives it to him.
19. Points to A-1 and B-1.	TAKE THE RED THINGS.		They bring all the red objects to their side of the table.
20. Points to A-2 and B-2.	TAKE THE BLUE THINGS.		They bring all the blue objects to their side of the table.
21. Points to A-1; holds up the red flag.		A-1 says: I NEED THIS FLAG	A-2 gives it to him.
22. Points to B-1; holds up the blue flag.		B-1 says: I NEED THAT FLAG	B-2 gives it to him.

#48

COMMUNICATION ACTIVITY

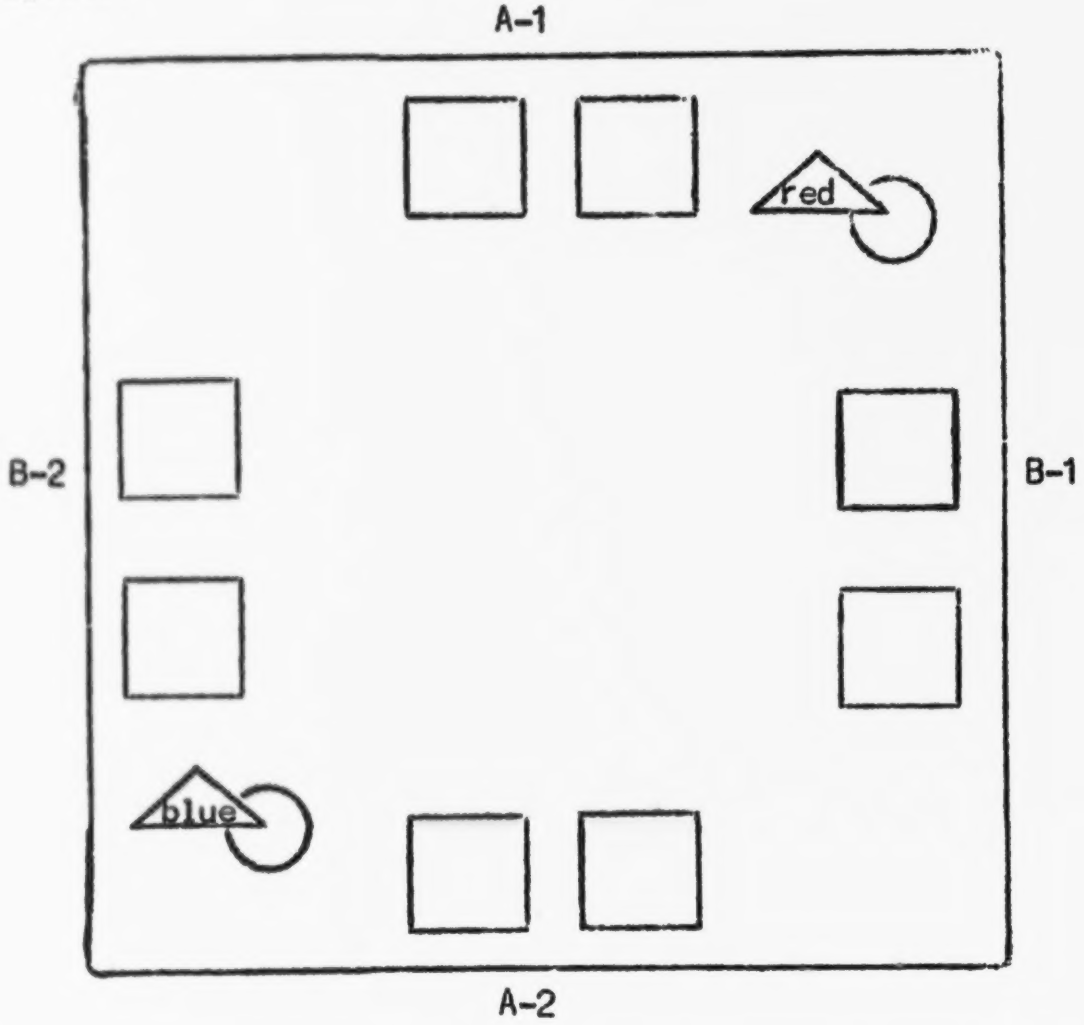
Materials needed: 1) The shapee objects made in the Presentation. The red objects are on A-1's and B-1's side of the table. The blue objects are on A-2's and B-2's side of the table.

2) The following picture cards mixed and distributed face down, two to each pupil.

a red flag
a blue flag
a red house
a blue house
a red tree
a blue tree
a red boat
a blue boat

Aim: To match the cards with objects.

Starting Position:



#48

Description of Play:

A-1: Looks at one of his cards (a red flag), but does not show it to the other pupils.
The matching object is on his side of the table.
He says: I NEED THIS FLAG.
A-2 picks up the red flag and gives it to B-1.
A-1 turns up his card. It matches the red flag. He puts the object on the card.

B-1: Looks at one of his cards (a blue boat).
The matching object is on B-2's side of the table.
B-1 says: I NEED THAT BOAT.
B-2 picks up the blue boat and gives it to B-1.
B-1 turns up his card. It matches the blue boat. He puts the object on the card.

*A-2: Looks at one of his cards (a red flag).
The matching object is on A-1's side of the table.
A-2 says: I NEED THAT HOUSE.
A-1 picks up the red house and gives it to A-2.
A-2 turns up his card. It does not match the red house.
A-2 returns the red house and turns his card face down again.

*B-2: Looks at one of his cards (a red house).
The matching object is on B-1's side of the table.
B-2 says: I NEED THIS HOUSE.
B-1 picks up the blue house and gives it to B-2.
B-2 turns up his card. It does not match the card.
B-2 returns the blue house and turns his card face down again.

*A mistake has been included in this description.

UNIT #49

Pattern:	PUT	THESE	BOATS	IN	THE	BAG.
		THOSE	STICKS	ON		
			FLAGS			

Teaching Points:

1. The Presentation introduces the demonstrative pronouns "these" and "those."
2. A-1 and B-1 refer to the objects on their side of the table as "these...." They refer to the objects on A-2's and B-2's side of the table as "those...." A-2 and B-2 do likewise.

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#49

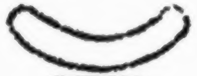
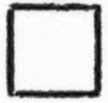
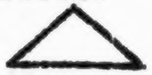
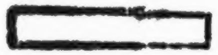
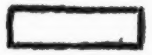
PRESENTATION

Teacher needs: 1) The following shapee objects:

2 red boats 2 blue boats
2 red sticks 2 blue sticks
2 red flags 2 blue flags

2) The demonstration bag.

Each group needs: 1) The following shapee pieces:

2 red/blue 
2 red/blue 
2 red/blue 
2 red/blue 
2 red/2 blue 

2) A bag

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1 and B-1; holds up a red flag and a red boat.	MAKE TWO RED BOATS AND TWO RED FLAGS.		They do it.
2. Points to B-1.	TAKE TWO RED STICKS.		He does it.
3. Points to A-2 and B-2; holds up a blue flag and a blue boat.	MAKE TWO BLUE FLAGS AND TWO BLUE BOATS.		They do it.
4. Points to B-2.	TAKE TWO BLUE STICKS.		He does it.
5. Puts all the red objects near himself; puts the blue objects further away; points to the red sticks.	THESE STICKS.		
6. Points to the blue sticks.	THOSE STICKS.		
7. Points at A-1 and B-1; holds up the demonstration bag; holds up the red sticks in the other hand.	SAY: PUT THESE STICKS IN THE BAG.	PUT THESE STICKS IN THE BAG.	A-2 and B-2 do it.
8. Points at B-2 and A-2; holds up the blue sticks.	SAY: PUT THESE STICKS IN THE BAG.	PUT THESE STICKS IN THE BAG.	A-1 and B-1 do it.
9. Points at A-1 and B-1; holds up the red boats.	SAY: PUT THESE BOATS IN THE BAG.	PUT THESE BOATS IN THE BAG.	A-2 and B-2 do it.

TEACHER		CLASS	#49
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Points at B-2 and A-2; holds up the blue boats.	SAY: PUT THESE BOATS IN THE BAG	PUT THESE BOATS IN THE BAG.	A-1 and B-1 do it.
11. Indicates all the pupils.	PUT ALL THE THINGS ON THE TABLE.		They put all the objects on the table.
12. Points to A-1 and B-1.	TAKE THE RED THINGS.		They do it.
13. Points to A-2 and B-2.	TAKE THE BLUE THINGS.		They do it.
14. Points to A-1 and B-1; holds up the blue sticks.	SAY: PUT THOSE STICKS IN THE BAG.	PUT THOSE STICKS IN THE BAG.	A-2 and B-2 do it.
15. Points to A-2 and B-2; holds up the red sticks.	SAY: PUT THOSE STICKS IN THE BAG.	PUT THOSE STICKS IN THE BAG.	A-1 and B-1 do it.
16. Points to A-1 and B-1; holds up the blue boats.	SAY: PUT THOSE BOATS IN THE BAG.	PUT THOSE BOATS IN THE BAG.	A-2 and B-2 do it.
17. Points to A-2 and B-2; holds up the red boats.	SAY: PUT THOSE BOATS IN THE BAG.	PUT THOSE BOATS IN THE BAG.	A-1 and B-1 do it.
18. Points to A-1 and B-1.	TAKE THE RED THINGS.		They take them out of the bag.
19. Points to A-2 and B-2.	TAKE THE BLUE THINGS.		They take them out of the bag.
20. Points to A-1 and B-1; holds up the blue flags.		A-1 and B-1 say: PUT THOSE FLAGS IN THE BAG.	A-2 and B-2 do it.
21. Points to A-2 and B-2; holds up the red flags.		A-2 and B-2 say: PUT THOSE FLAGS IN THE BAG.	A-1 and B-1 do it.
22. Points to A-1 and B-1; holds up the red sticks.		A-1 and B-1 say: PUT THESE STICKS IN THE BAG.	A-2 and B-2 do it.
23. Points to A-2 and B-2; holds up the blue sticks.		A-2 and B-2 say: PUT THESE STICKS IN THE BAG.	A-1 and B-1 do it.

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation. The red objects are placed on A-1's and B-1's side of the table. The blue objects are on A-2's and B-2's side of the table.

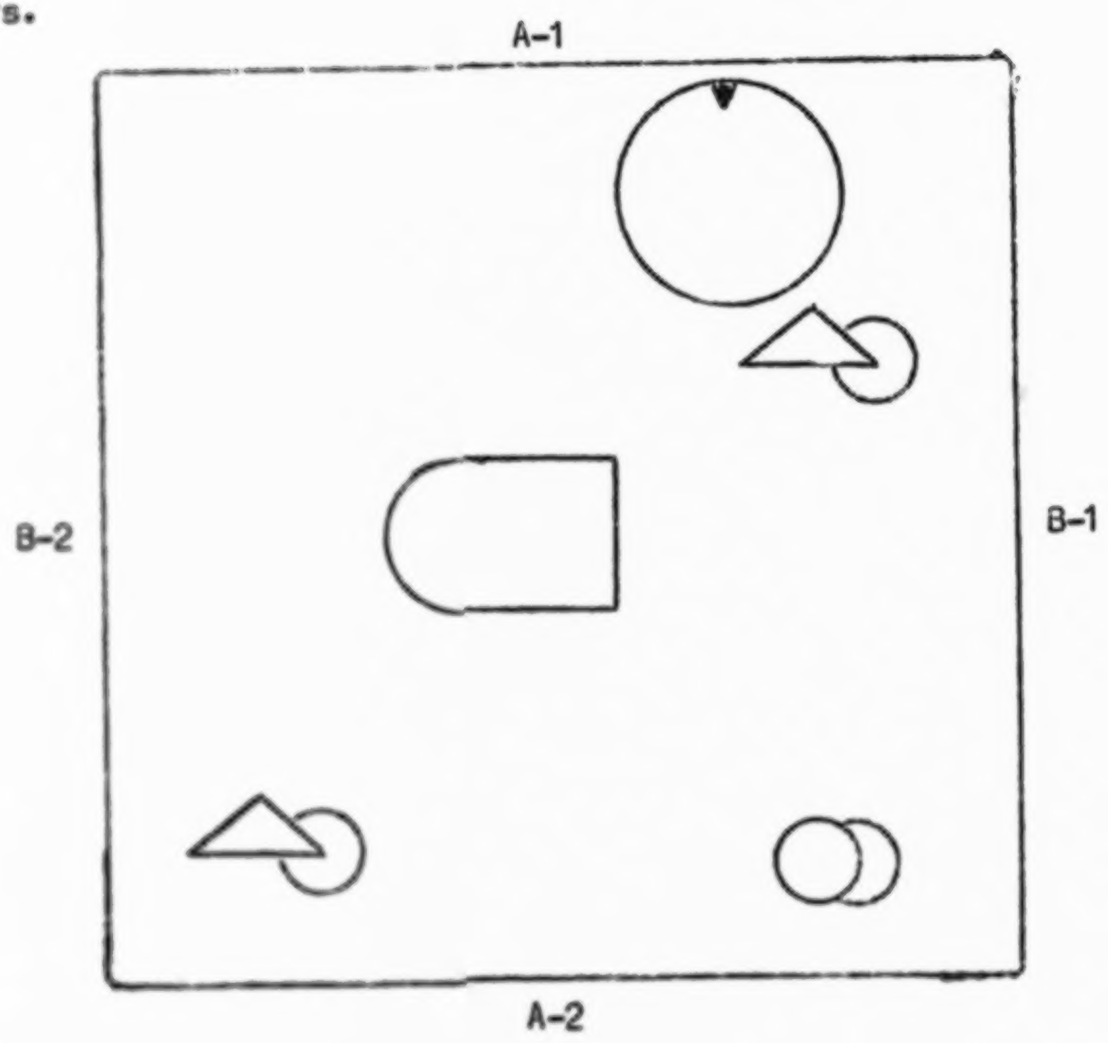
2) Spinner cover #3

3) A bag.

4) Counters.

Aim: To get the most counters.

Starting Position:



Description of Play:

A-1: Spins the spinner (the blue sticks).
He says: PUT THOSE STICKS IN THE BAG.
A-2 picks up the blue sticks and puts them in the beg.
A-1 shows the spinner. The objects match the spinner.
A-1 takes a counter for his team.

B-1: Spins (the blue boats).
He says: PUT THESE BOATS IN THE BAG.
B-2 picks up the blue boats and puts them in the bag.
B-1 shows the spinner. The objects match the spinner.
B-1 takes a counter for his team.

A-2: Spins (the red sticks).
He says: PUT THESE STICKS IN THE BAG.
A-1 picks up the red sticks and puts them in the bag.
A-2 shows the spinner. The objects match the spinner.
A-2 takes a counter for his team.

*B-2: Spins (the red flags).
He says: PUT THESE FLAGS IN THE BAG.
B-1 picks up the blue flags and puts them in the bag.
B-2 shows the spinner. The objects do not match the spinner.
B-2 takes the blue flags out of the bag.
B-2 may not take a counter for the team.

*A mistake has been included in this description.

UNIT #50 - TEST UNIT

Pattern:	POINT	TO	THE	CARD	WITH	THE	BOATS.	PUT	IT	IN	THE	BAG.
							FLAGS		THEM			
							STICKS					

Teaching Point:

This is the fifth Test Unit. It reviews patterns and vocabulary from Units #37 - #48.

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#50 (test unit)

PRESENTATION

Teacher needs: 1) The following cards:

a green color card
a yellow color card
a blank card

2) The following shapee objects:

2 red flags
2 red boats
2 red sticks

3) The demonstration bag.

Each group needs: 1) The following shapee pieces:

4 red ▭ 4 red □ 4 red △
4 red ▭ 4 red ◡

2) The following cards:

a green color card
a yellow color card
a blank card

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		TAKE A RED STICK.		They do it.
2.		MAKE A RED BOAT.		They do it.
3.		MAKE A RED FLAG.		They do it.
4.	Holds up a blank card. Points to it.	SAY: POINT TO THE CARD.	POINT TO THE CARD	
5.	Puts two sticks on the card.	SAY:	POINT TO THE CARD WITH THE STICKS.	
6.	Acts out putting the sticks in the bag.	SAY: PUT THEM IN THE BAG.	PUT THEM IN THE BAG.	
7.	Acts out putting the card in the bag.	SAY:	PUT IT IN THE BAG.	
8.	Holds up a card with 2 boats on it. Points to it.	SAY:	POINT TO THE CARD WITH THE BOATS.	

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9. Acts out putting the boats in the bag.	SAY:	PUT THEM IN THE BAG.	
10. Acts out putting the card in the bag.	SAY:	PUT IT IN THE BAG.	
11. Holds up a card with 2 flags on it. Points to it.	SAY:	POINT TO THE CARD WITH THE FLAGS.	
12. Acts out putting the flags in the bag.	SAY:	PUT THEM IN THE BAG.	
13. Acts out putting the card in the bag.	SAY:	PUT IT IN THE BAG.	
14. Goes to the demonstration table. Puts 2 sticks on the blank card and lays it on the table (see Activity diagram). Puts 2 boats on the yellow card, and puts it on the table. Discards the extra objects.			The other groups imitate the teacher.

#50 (test unit)

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation

2) The following cards, face up on the table, with objects on them, as follows:

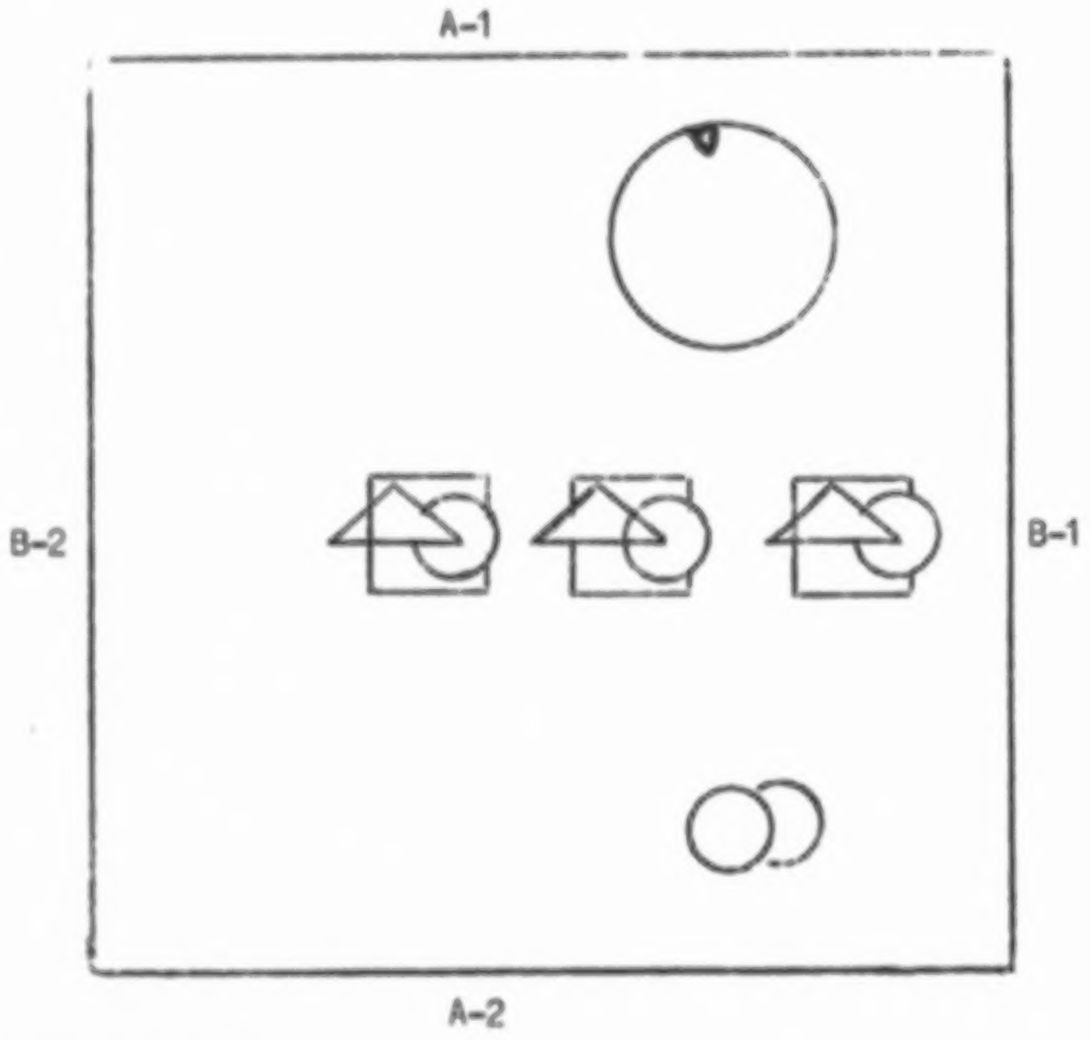
a green color card, with 2 shapee flags on it
a blank card with 2 shapee sticks on it.
a yellow color card, with 2 shapee boats on it

3) Spinner cover #4

4) Counters

Aim: To get counters.

Starting Position:



Description of Play:

A-1: Spins the spinner (green).
He says: POINT TO THE CARD WITH THE BOATS.
A-2 does it.
A-1 says: PUT IT IN THE BAG.
A-2 puts the card in the bag.
The spinner and card match. The card is returned to the table.
A-1 takes a counter for the team.

B-1: Spins the spinner (the boats).
He says: POINT TO THE CARD WITH THE BOATS.
B-2 does it.
B-1 says: PUT THEM IN THE BAG.
3-2 puts the objects in the bag.
The spinner and the objects match. The objects are returned to the table.
B-1 takes a counter for the team.

*A-2: Spins the spinner (the flags).
He says: POINT TO THE CARD WITH THE FLAGS.
A-1 does it.
A-2 says: PUT IT IN THE BAG.
A-2 puts the card in the bag.
The spinner does not match the card. The card is returned to the table.

B-2: Spins the spinner (blank).
He says: POINT TO THE CARD WITH THE STICKS.
3-1 does it.
B-2 says: PUT IT IN THE BAG.
B-1 puts the card in the bag.
The spinner and the card match. The card is returned to the table.
B-2 takes a counter for the team.

*A mistake has been included in this description.

UNIT #51

Pattern:	GIVE	HIM	A	CAT.
		HER		COAT
				FLAG
				BOAT

Teaching Points:

1. The Presentation introduces "him" and "her" in contrast to each other. When practising the pattern, do not stress the pronoun.

2. "Cat" is also introduced in order to contrast the sound of "coat" with it. Pupils who cannot distinquish "cat" from "coat" will make mistakes in the Activity; therefore, the proper pronunciation of these words should be practised.

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#51

PRESENTATION

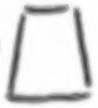
Teacher needs: 1) The following pages from the Picture Book:

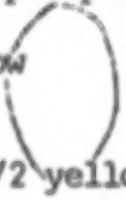
a cat   a shapee cat

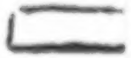
2) The following shapee objects:

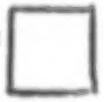
a red coat	a blue coat
a red cat	a yellow cat
a red flag	a blue flag
a red boat	a blue boat
a red girl	a red boy

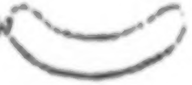
Each group needs the following shapee pieces:

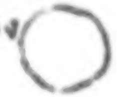
2 red/2 blue 

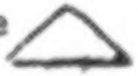
2 red/2 yellow 

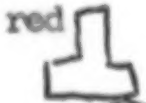
2 red/2blue 

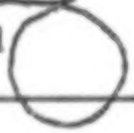
2 red/2 blue 

4 red/2 blue/2 yellow 

4 red/2 yellow 

3 red/2 blue 

2 red 

1 red 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to the cat in the Picture Book.	A CAT	A CAT	
2.	Points to the picture of the shapee cat.	A CAT	A CAT	
3.	Holds up a red shapee cat.	A-1 and A-2, MAKE A RED CAT.	A-1 and A-2, MAKE A RED CAT.	They do it.
4.	Holds up a yellow cat.	B-1 and B-2, MAKE A YELLOW CAT.	B-1 and B-2, MAKE A YELLOW CAT.	They do it.
5.	Holds up a red cat.	A CAT	A CAT	
6.	Holds up a red coat, then a red cat.	A COAT A CAT	A COAT A CAT	
7.		A-1 and A-2, TAKE A RED COAT.	A-1 and A-2, TAKE A RED COAT.	They do it.
8.		B-1 and B-2, TAKE A BLUE COAT.	B-1 and B-2, TAKE A BLUE COAT.	They do it.
9.		SHOW ME A CAT.		Each holds up the cat he ha made.*
10.		SHOW ME A COAT.		Each holds up the coat he has taken.

*Repeat this drill till all the pupils show no confusion as to what object is required.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to A-1 and A-2.	MAKE A RED FLAG AND A RED BOAT.		They do it.
12.	Points to B-1 and B-2.	MAKE A BLUE FLAG AND A BLUE BOAT.		They do it.
13.	Points to A-1; holds up the shapee girl.	MAKE A GIRL.		He does it.
14.	Points to B-1; holds up the shapee boy.	MAKE A BOY.		He does it.
15.	Holds up the boy; picks up a cat; acts out giving it to him.	GIVE HIM A CAT.	GIVE HIM A CAT.	
16.	Acts out giving him a boat.	GIVE HIM A BOAT.	GIVE HIM A BOAT.	
17.	Acts out giving him a flag.		GIVE HIM A FLAG.	
18.	Holds up the girl; picks up a coat; acts out giving it to her.	GIVE HER A COAT.	GIVE HER A COAT.	
19.	Acts out giving her a flag.	GIVE HER A FLAG.	GIVE HER A FLAG.	
20.	Acts out giving her a cat.		GIVE HER A CAT.	
21.	Holds up the boy and a coat.	GIVE HIM A COAT.	GIVE HIM A COAT.	
22.	Holds up the girl and a coat.	GIVE HER A COAT.	GIVE HER A COAT.	
23.	Holds up the girl and a flag.		GIVE HER A FLAG.	
24.	Holds up the boy and a flag.		GIVE HIM A FLAG.	
25.	Holds up the boy and a cat.		GIVE HIM A CAT.	

*Repeat Steps 9 and 10 until all the pupils show no confusion about whether they should hold up a "cat" or a "coat."

#51

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made and distributed in the Presentation, as follows:

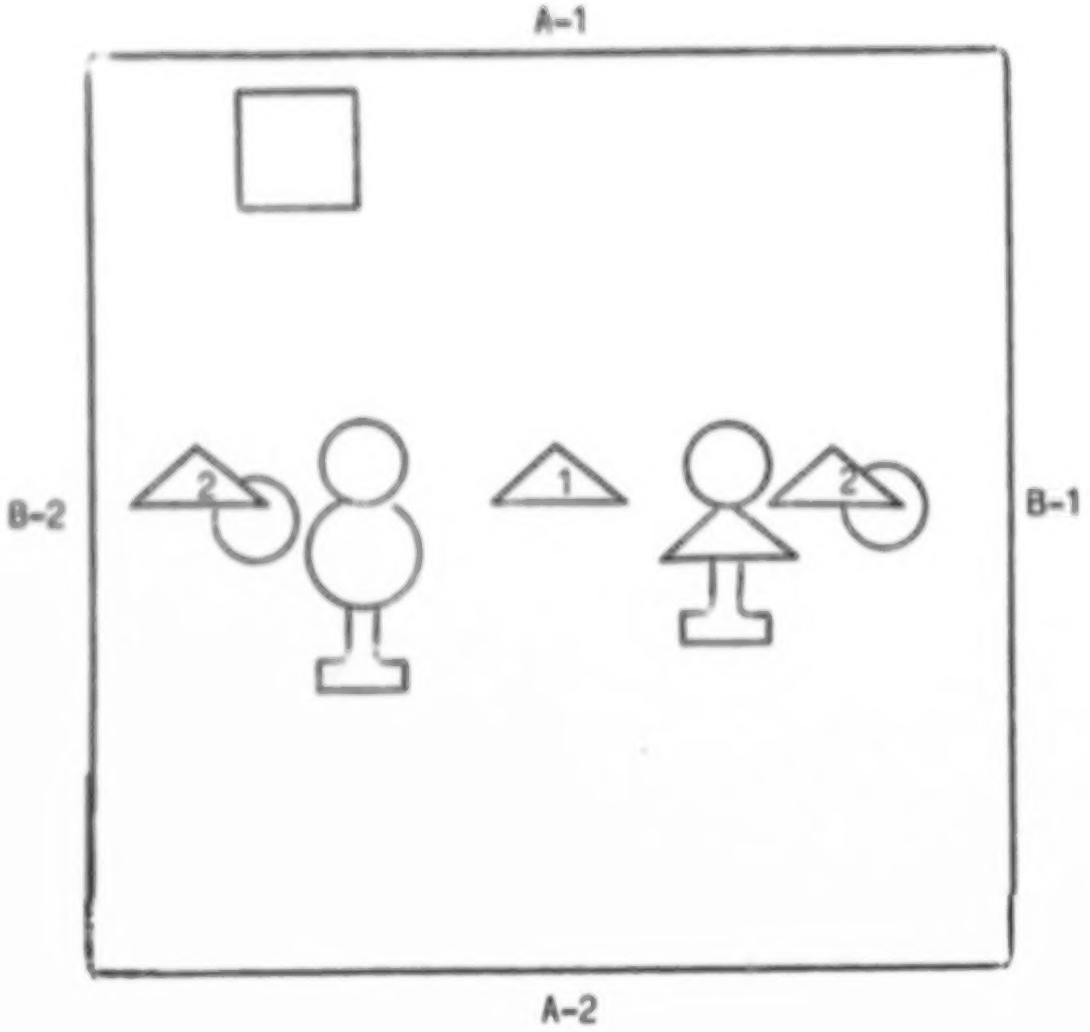
Set #2: The shapee girl, surrounded by a shapee coat, cat, hat and boat.
The shapee boy, surrounded by a shapee coat, cat, hat and boat.
Set #1: The remaining objects, in the middle of the table.

2) The following picture cards, mixed and face down on the table.

a red coat
a blue coat
a red cat
a yellow cat
a red flag
a blue flag
a red boat
a blue boat

Aim: To get the most objects.

Starting Position:



Description of Play:

A-1: Takes a card (a blue boat).
The matching Set #2 object is near the girl.
He says: GIVE HER A BOAT.
A-2 gives the girl the Set #1 object.
The card, the Set #1 object and the Set #2 object match.
A-1 keeps both objects for the team, and returns the card to the pack.

*B-1: Takes a card (a red cat).
The matching Set #2 object is near the boy.
He says: GIVE HIM A CAT.
B-2 gives the girl a yellow Set #1 cat.
The Set #1 object matches one of the girl's Set #2 objects, but it does not match the card.
The Set #1 object is returned to the table and the card is returned to the pack.

A-2: Takes a card (a blue flag).
The matching Set #2 object is near the girl.
He says: GIVE HER A FLAG.
A-1 gives the girl the Set #1 object.
The card, the Set #1 object and the Set #2 object match.
A-2 keeps both objects for the team, and returns the card to the pack.

**B-2: Takes a card (a red cat).
The matching Set #2 object is near the boy.
He says: GIVE HIM A CAT.
B-1 gives the boy a blue Set #1 coat.
The Set #1 object matches one of the boy's Set #2 objects, but it does not match the card.
The Set #1 object is returned to the table and the card is returned to the pack.

*A mistake has been included in this description.
**A mistake due to mispronunciation has been included in this description.

UNIT #52

Pattern: SHOW ME A FISH.
THE SHEEP

Teaching Points:

1. The Presentation teaches the use of "a" in contrast to "the" to distinguish signular from plural.
2. In order to emphasize this distinction, the word "sheep" is introduced, and used together with "fish," both words having the same singular and plural forms.
3. Save the spinner cover and objects from this Unit for use in the following Unit.

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#52

PRESENTATION

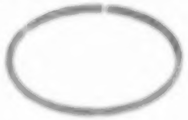
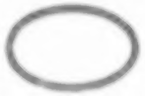
Teacher needs: 1) The following pages in the Picture Book:

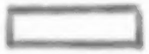
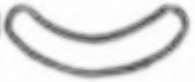
a shapee sheep   a sheep

2) The following shapee objects:

4 red sheep   4 red fish

Each group needs the following shapee pieces:

8 red    4 red 

4 red    4 red 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to the picture of a sheep in the Picture Book.	A SHEEP	A SHEEP	
2.	Points to the picture of a shapee sheep.	A SHEEP	A SHEEP	
3.	Holds up a shapee sheep.		A SHEEP	
4.		MAKE A SHEEP.		They do it.
5.	Holds up a sheep.	A SHEEP	A SHEEP	
6.	Holds up 4 sheep.	THE SHEEP	THE SHEEP.	
7.		A-1, SHOW ME A SHEEP.	A-1, SHOW ME A SHEEP.	He does it.
8.	Holds up 4 sheep.	B-1, SHOW ME THE SHEEP.	B-1, SHOW ME THE SHEEP.	He shows 4 sheep.
9.		A-2, SHOW ME THE SHEEP.	A-2, SHOW ME THE SHEEP.	He shows 4 sheep.
10.		B-2, SHOW ME A SHEEP	B-2, SHOW ME A SHEEP.	He does it.
11.		MAKE A FISH		They do it.
12.	Holds up a fish.	A FISH	A FISH	

	TEACHER		CLASS	#52
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
13.	Holds up 4 fish.	THE FISH.	THE FISH	
14.		A-1, SHOW ME A FISH.	A-1, SHOW ME A FISH.	He does it.
15.		B-1, SHOW ME THE FISH.	B-1, SHOW ME THE FISH.	He shows 4 fish.
16.		A-2, SHOW ME THE SHEEP.	A-2, SHOW ME THE SHEEP.	He shows 4 sheep.
17.		B-2, SHOW ME A FISH.	B-2, SHOW ME A FISH.	He does it.
18.	Holds up 4 fish.	SHOW ME THE FISH.	SHOW ME THE FISH.	
19.	Holds up a fish.		SHOW ME A FISH.	
20.	Holds up a sheep.		SHOW ME A SHEEP.	
21.	Holds up 4 fish.		SHOW ME THE FISH.	
22.	Holds up 4 sheep.		SHOW ME THE SHEEP.	
23.	Holds up a sheep.		SHOW ME A SHEEP.	

#52

COMMUNICATION ACTIVITY

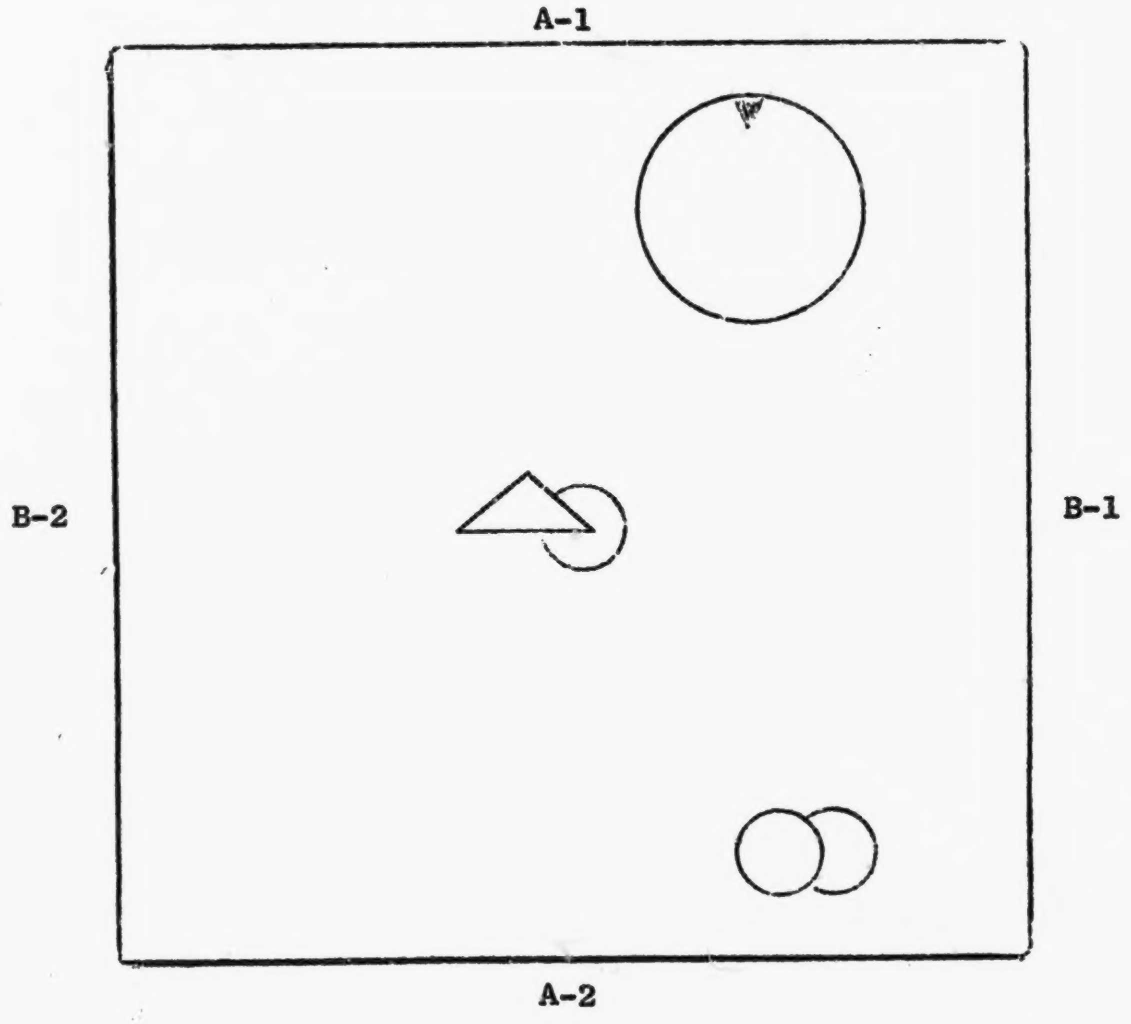
Materials needed: 1) The shapee objects made in the Presentation

2) Spinner cover #5

3) Counters.

Aim: To get the most counters in four rounds.

Starting Position:



Description of Play:

A-1: Spins the spinner (a sheep).
He says: SHOW ME A SHEEP.
A-2 does it.
The spinner matches the object.
The object is returned to the table.
A-1 takes a counter for the team.

*B-1: Spins (4 sheep).
He says: SHOW ME THE SHEEP.
B-2 shows him a sheep.
The spinner does not match the object.
The object is returned to the table.

A-2: Spins (4 sheep).
He says: SHOW ME THE SHEEP.
A-1 shows him all the sheep.
The spinner matches the objects.
The objects are returned to the table.
A-2 takes a counter for the team.

B-2: Spins (a fish).
He says: SHOW ME A FISH.
B-1 does it.
The spinner matches the object.
The object is returned to the table.
B-2 takes a counter for the team.

*A mistake has been included in this description.

UNIT # 53

Pattern: HIDE A SHEEP.
FIND THE FISH

Teaching Points:

1. "Hide" is introduced in contrast to "find."
2. Although the same objects are used as in the previous Unit, the pupils should make the objects again (using the pieces from the previous Unit), so as to re-inforce the new word "sheep."
3. Act out "hide" by hiding a shapee object in the demonstration bag.

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#53

PRESENTATION

Teacher needs: 1) The following shapee objects:

4 red sheep 4 red fish

2) The demonstration bag.

Each group needs: 1) The shapee objects from the previous Unit, separated into pieces.

2) A bag.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		MAKE A FISH.		They do it.
2.		MAKE A SHEEP.		They do it.
3.	Acts out "hide" with a fish.	HIDE A FISH.	HIDE A FISH.	
4.	Acts out "hide" with a fish.	A-1, HIDE A FISH.	A-1, HIDE A FISH.	He hides a fish in the bag and leaves it there.
5.	Acts out "hide."	B-1, HIDE A FISH.	B-1, HIDE A FISH.	He does it.
6.		A-2, HIDE A FISH.	A-2, HIDE A FISH.	He does it.
7.		B-2, HIDE A FISH.	B-2, HIDE A FISH.	He does it.
8.		A-1, HIDE THE SHEEP.	A-1, HIDE THE SHEEP.	He hides 4 sheep.
9.	Holds up 4 sheep as a check.			
10.	Holds up a sheep.	B-1, FIND A SHEEP.	B-1, FIND A SHEEP.	He does it.
11.	Holds up a sheep.	A-2, FIND A SHEEP.	A-2, FIND A SHEEP.	He does it.
12.	Holds up 4 fish.	B-2, FIND THE FISH.	B-2, FIND THE FISH.	He does it.
13.		A-1, FIND A SHEEP.	A-1, FIND A SHEEP.	He does it.
14.		B-1, FIND A FISH.	B-1, FIND A FISH.	He does it.

#53

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
15. Points to A-2, holds up a sheep.	SAY: HIDE A SHEEP.	HIDE A SHEEP.	A-2 does it.
16. Points to B-2; holds up a sheep.		HIDE A SHEEP.	B-1 does it.
17. Points to A-1; holds up 4 fish.		HIDE THE FISH.	A-2 does it.
18. Points to B-1; holds up 4 fish.	SAY: FIND THE FISH.	FIND THE FISH.	B-2 does it.
19. Points to A-2; holds up 4 fish.	SAY:	HIDE THE FISH.	A-1 does it.
20. Points to B-2; holds up a fish.	SAY:	FIND A FISH.	B-1 does it.
21. Points to A-1; holds up a sheep.	SAY:	HIDE A SHEEP.	A-2 does it.
22. Points to B-1; holds up 4 sheep.	SAY:	FIND THE SHEEP.	B-2 finds 4 sheep (in the bag and on the table.
23. Points to A-2; holds up 4 fish.	SAY:	FIND THE FISH.	A-1 finds 4 fish.
24. Points to B-2; holds up 4 sheep.	SAY:	HIDE THE SHEEP.	B-1 does it.

6

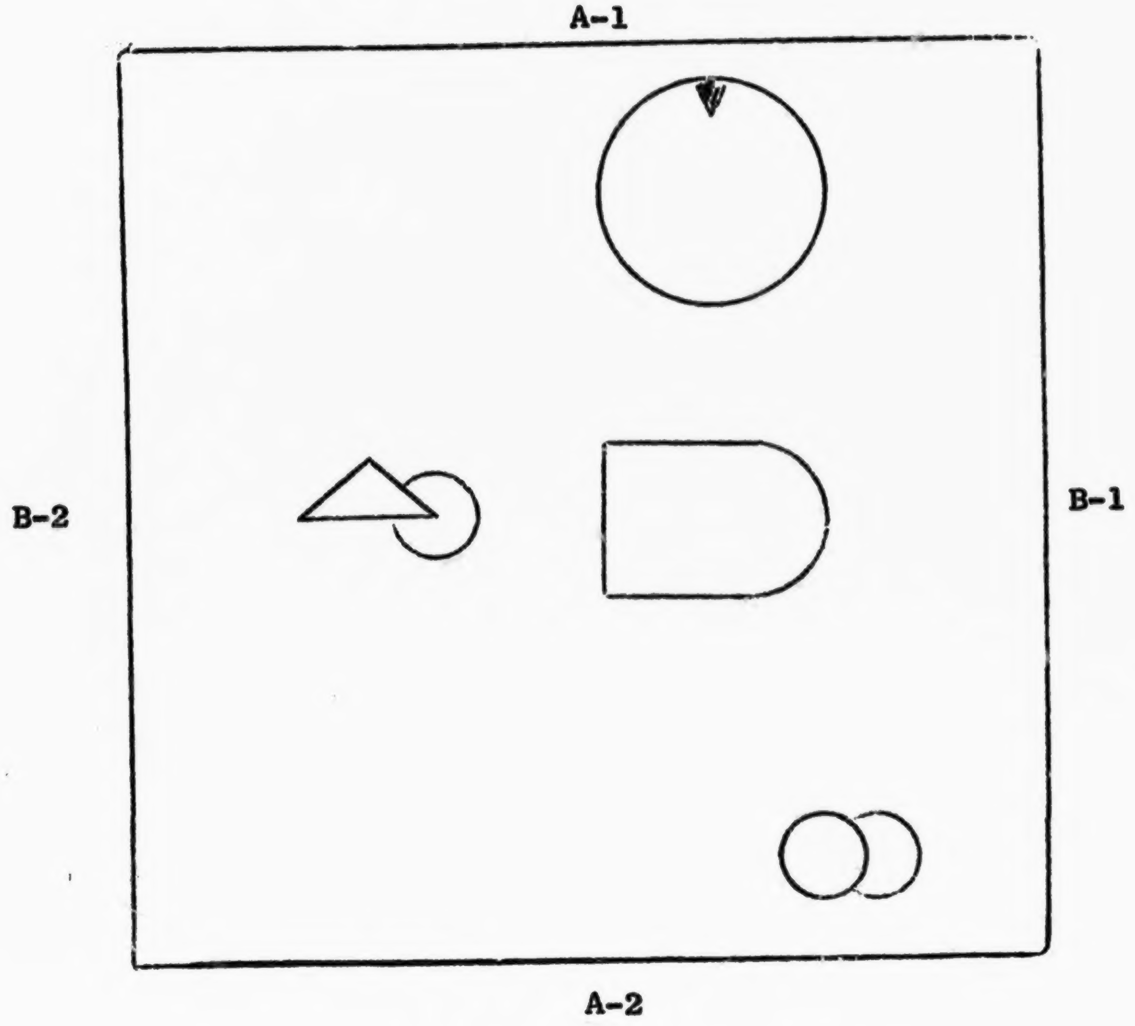
COMMUNICATION ACTIVITY

#53

Materials needed:
1) The shapee objects made in the Presentation.
2) Spinner cover #5
3) A bag
4) Counters.

Aim: To get the most counters in 4 rounds.

Starting Position:



Description of Play:

A-1: Spins the spinner (a sheep).
All the sheep are on the table.
He says: HIDE A SHEEP.
A-2 hides a sheep in the bag.
The spinner and the object match.
The object is left in the bag.
A-1 takes a counter for the team.

B-1: Spins (a sheep).
Three sheep are on the table.
He says: HIDE A SHEEP.
B-2 does it.
The spinner and the object match.
The object is left in the bag.
B-1 takes a counter for the team.

A-2: Spins (4 sheep).
Only 2 sheep are on the table.
He says: FIND THE SHEEP.
A-1 finds the sheep in the bag and puts them next to the sheep on the table.
The spinner and objects match.
All the objects are returned to the table.
A-1 takes a counter for the team.

*B-2: Spins (4 sheep).
All the sheep are on the table.
He says: HIDE THE SHEEP.
B-1 hides a sheep in the bag.
The spinner and the object do not match.
The object is returned to the table.

A-1: Spins (4 fish).
All the fish are on the table.
He says: HIDE THE FISH.
A-2 hides all the fish in the bag.
The spinner and the objects match.
The objects are left in the bag.
A-1 takes a counter for the team.

*A mistake has been included in this description.

UNIT #54

Pattern:	PUT	A	HOUSE(S)	ON	THE	BAG.
		THE	STICK(S)	UNDER		
			CAR(S)			
			DOG(S)			

Teaching Points:

1. The Presentation introduces "under" in contrast to "on."
2. Nouns with regularly formed plurals are used with "a" and "the" (distinguishing singular from plural). Previously, the "a"/"the" contrast was only used with words having the same singular and plural forms.

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#54

PRESENTATION

Teacher needs: 1) The following shapee objects:

4 red houses 3 red cars
2 red sticks 2 red dogs

2) The demonstration bag.

Each group needs: The following shapee pieces:

5 red ⬭
4 red △
4 red □
14 red ○
6 red ▭

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		MAKE A RED HOUSE.		They do it.
2.	Holds up the demonstration bag. Points "on" it.	PUT A HOUSE ON THE BAG.	PUT A HOUSE ON THE BAG.	
3.	Points "under" the bag.	PUT A HOUSE UNDER THE BAG.	PUT A HOUSE UNDER THE BAG.	
4.	Points "under" the bag.	UNDER	UNDER	
5.	Puts 4 houses under the bag.	PUT THE HOUSES UNDER THE BAG.	PUT THE HOUSES UNDER THE BAG.	
6.	Puts a house under the bag.	PUT A HOUSE UNDER THE BAG.	PUT A HOUSE UNDER THE BAG.	
7.	Points to A-1; holds up a house; points under the bag.	SAY: PUT A HOUSE UNDER THE BAG.	PUT A HOUSE UNDER THE BAG.	A-2 does it.
8.	Points to B-1; holds up 4 houses; points under the bag.	SAY: PUT THE HOUSES UNDER THE BAG.	PUT THE HOUSES UNDER THE BAG.	B-2 does it.
9.	Points to A-2; holds up 4 houses; points under the bag.	SAY:	PUT THE HOUSES UNDER THE BAG.	A-1 does it.

#54

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Points to B-2; holds up a house; points under the bag.	SAY:	PUT A HOUSE UNDER THE BAG.	B-1 does it.
11.	Points to A-1 and A-2.	MAKE A RED DOG.		They do it.
12.	Points to B-1 and B-2; holds up a long red stick.	TAKE A RED STICK.		They do it.
13.	Points to A-1, A-2, and B-1.	MAKE A RED CAR.		They do it.
14.	Holds up a car.	A CAR	A CAR	
15.	Holds up 3 cars.	THE CARS	THE CARS	
16.	Holds up a stick.		A STICK	
17.	Holds up 2 sticks.		THE STICKS	
18.	Holds up a stick; points on the bag.	PUT A STICK ON THE BAG.	PUT A STICK ON THE BAG.	
19.	Holds up 2 sticks; points on the bag.		PUT THE STICKS ON THE BAG.	
20.	Holds up 3 cars; points under the bag.		PUT THE CARS UNDER THE BAG.	
21.	Holds up 4 houses; points under the bag.		PUT THE HOUSES UNDER THE BAG.	
22.	Holds up a dog; points under the bag.		PUT A DOG UNDER THE BAG.	
23.	Holds up 2 dogs; points on the bag.		PUT THE DOGS ON THE BAG.	

#54

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) The following picture cards (Set #1) mised and face down on the table.

a red house
4 red houses
a red stick
2 red sticks
a red car
3 red cars
a red dog
2 red dogs

3) Set #2 picture cards, identical to Set #1, placed on an under Bag #1, as follows:

On	Under
a red house	4 red houses
3 red cars	a red car
a red stick	2 red sticks
2 red dogs	a red dog

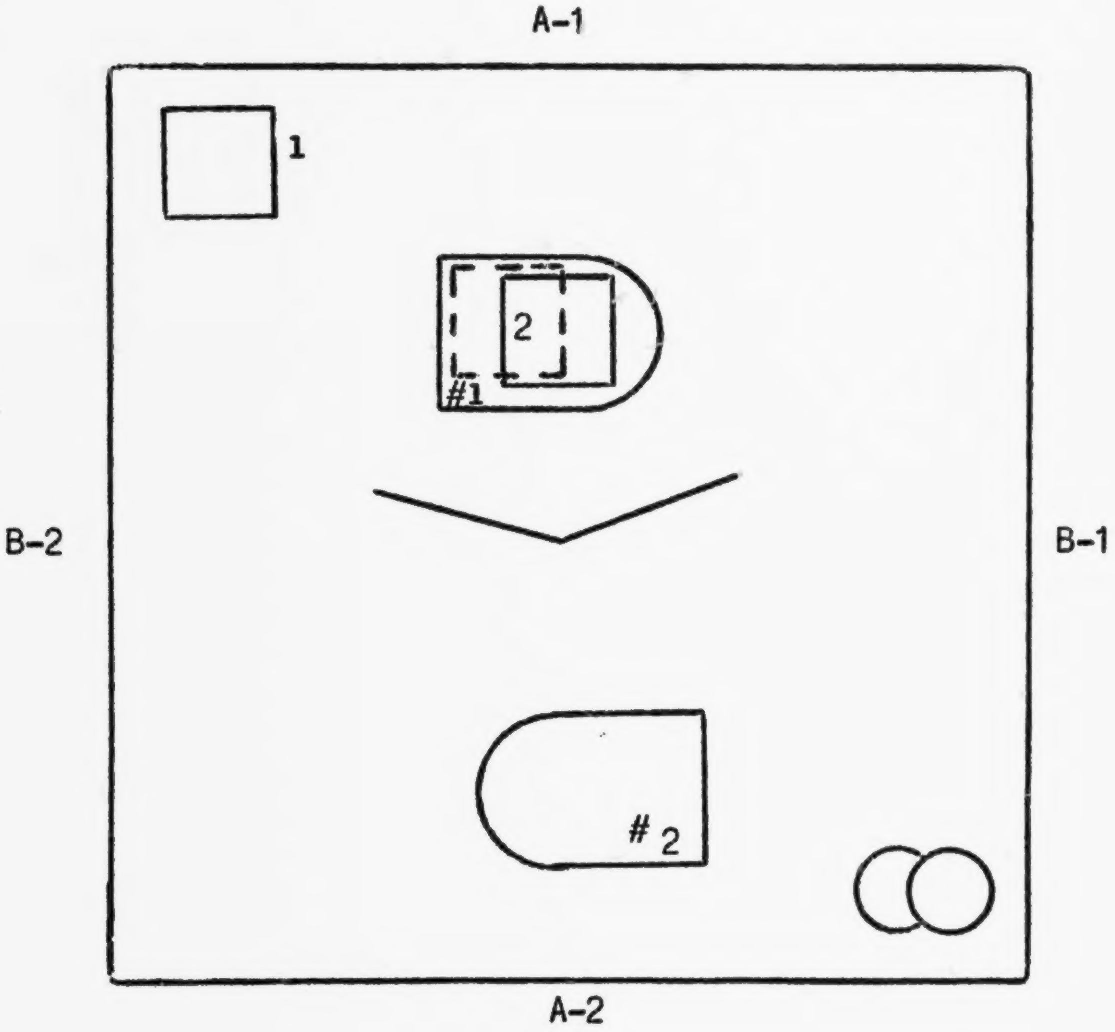
4) 2 bags (bag #1 and bag ##2), one on either side of the shield.

5) A shield

6) Counters.

Aim: To get counters.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (a house).
He looks for the matching Set #2 card on and under bag #1.
He finds it under bag #1.
He says: PUT A HOUSE UNDER THE BAG.
A-2 puts the object under bag #2.
The shield is removed.
A-1 shows the Set #1 and the Set #2 card. They match the object.
The cards and the object are returned to the table.
A-1 takes a counter for the team.

*B-1: Takes a Set #1 card (4 houses).
He finds the matching Set #2 card under bag #1.
He says: PUT THE HOUSES UNDER THE BAG.
B-2 puts a house under the bag.
The shield is removed.
B-2 shows the Set #1 and the Set #2 card. They do not match the object.
The cards and the objects are returned to the table.

*A-2: Takes a Set #1 card (3 cars).
He finds the matching Set #2 card on bag #1.
He says: PUT THE CARS ON THE BAG.
A-1 puts the objects under the bag.
The shield is removed.
A-1 shows the cards. They match the objects, but the position of the Set #1 card does not match the position of the objects.
The cards and the objects are returned to the table.

B-2: Takes a Set #1 card (a stick).
He finds the matching Set #2 card on bag #1.
He says: PUT A STICK ON THE BAG.
B-1 puts the object on bag #2.
The shield is removed.
B-1 takes a counter for the team.

*A mistake has been included in this description.

UNIT #55

Pattern:	POINT	TO	THE	CARD	WITH	THE	COATS.	SHOW	IT	TO	ME.
							CATS				
							CARTS				

Teaching Points:

1. This Unit teaches pronunciation, contrasting "card," "coats" and "cats" with the new word "carts." Repeat steps #10 - #17 of the Presentation until the pupils show no confusion as to which object is being requested.

2. Save the objects from this Unit for use in the following Unit.

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#55

PRESENTATION

Teacher needs: 1) The following pages in the Picture Book:

a cart   a shapee cart

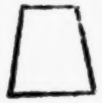
2) The following cards:

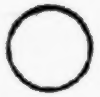
a green color card
a yellow color card
a blank card

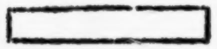
3) The following shapee objects:

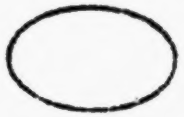
a red cat   a yellow cat
a red cart   a yellow cart   2 red coats

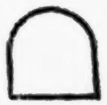
Each group needs: the following shapee pieces:

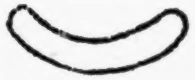
2 red 

3 red/3 yellow 

1 red/1 yellow 

1 red/1 yellow 

1 red/1 yellow 

1 red/1 yellow 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to the cart in the Picture Book.	A CART	A CART	
2.	Points to the picture of the shapee cart.	A CART	A CART	
3.	Holds up a red cart.		A CART	
4.	Holds up a red cart.	A-1, MAKE A RED CART.	A-1, MAKE A RED CART.	He makes a red cart.
5.	Holds up a yellow cart.	B-1, MAKE A YELLOW CART.	B-1, MAKE A YELLOW CART.	He makes a yellow cart.
6.		A-2, TAKE A RED COAT.	A-2, TAKE A RED COAT.	He does it.
7.		B-2, MAKE A RED CAT.	B-2, MAKE A RED CAT.	He does it.
8.		A-1, MAKE A YELLOW CAT.	A-1, MAKE A YELLOW CAT.	He does it.
9.		B-1, TAKE A RED COAT.	B-1, TAKE A RED COAT.	He does it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Points to A-1; holds up the red cat and the yellow cat.	SHOW ME THE CATS.		He shows the 2 cats.
11. Points to B-1.	SHOW ME THE CARTS.		He does it.
12. Points to A-2.	SHOW ME THE COATS.		He does it.
13. Points to B-2.	SHOW ME THE CATS.		He does it.
14. Points to A-1.	SAY: SHOW ME THE CATS.	SHOW ME THE CATS.	A-2 does it.
15. Points to B-1.	SAY: SHOW ME THE CARTS.	SHOW ME THE CARTS.	B-2 does it.
16. Points to A-2.	SAY: SHOW ME THE CATS.	SHOW ME THE CATS.	A-1 does it.
17. Points to B-2.	SAY: SHOW ME THE COATS.	SHOW ME THE COATS.	B-1 does it.
18. Holds up a green card with 2 coats on it. Points to it.	POINT TO THE CARD WITH WITH THE COATS	POINT TO THE CARD WITH THE COATS.	
19. Holds up a yellow card with 2 cats on it. Points to it.	POINT TO THE CARD WITH THE CATS.	POINT TO THE CARD WITH THE CATS.	
20. Holds up a blank card with 2 carts on it. Points to it.	POINT TO THE CARD WITH THE CARTS	POINT TO THE CARD WITH THE CARTS.	
21. Holds up a blank card with 2 carts on it. Points to it.		POINT TO THE CARD WITH THE CARTS.	
22. Holds up a yellow card with 2 cats on it. Points to it.		POINT TO THE CARD WITH THE CATS.	

#55

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) The following cards (Set #1) mixed and face down on the table.

2 red coats
a red cat and a yellow cat
a red cart and a yellow cart
a green color card
a yellow color card
a blank card(2)

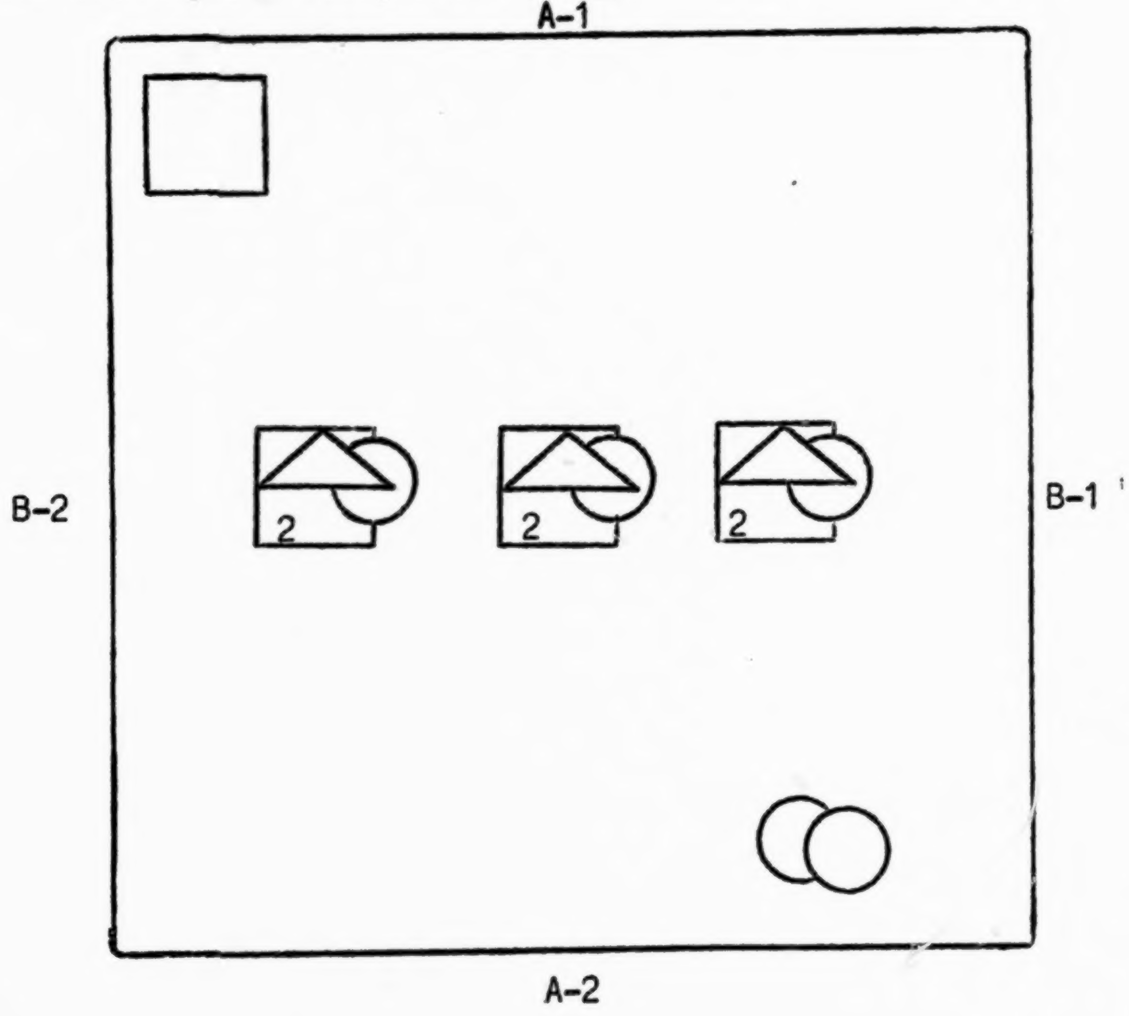
3) The following cards (Set #2) face up on the table, with objects on them, as follows:

a green color card
a yellow color card, with a red and a yellow shapee cat on it
a blank color card, with a red and a yellow shapee card on it

4) Counters.

Aim: To get counters.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (green).
He says: POINT TO THE CARD WITH THE COATS.
A-2 points to the Set #2 card.
A-1 says: SHOW IT TO ME.
A-2 shows him the card.
The Set #1 and the Set #2 cards match.
They are returned to the table.
A-1 takes a counter for the team.

B-1: Takes a Set #1 card (2 coats).
He says: POINT TO THE CARD WITH THE COATS.
B-2 points to the Set #2 card.
B-1 says: SHOW THEM TO ME.
B-2 shows him the objects.
The Set #1 card and the objects match.
The card and objects are returned to the table.
B-1 takes a counter for the team.

*A-2: Takes a Set #1 card (2 carts).
He says: POINT TO THE CARD WITH THE CARTS.
A-1 points to the Set #2 yellow card (the card with the cats).
A-2 says: SHOW THEM TO ME.
A-1 shows him the cats.
The Set #1 card does not match the objects.
The card and objects are returned to the table.

B-2: Takes a Set #1 card (yellow).
He says: POINT TO THE CARD WITH THE CATS.
B-1 points to the Set #2 card.
B-1 says: SHOW IT TO ME.
B-1 shows him the card.
The Set #1 and the Set #2 cards match.
The cards are returned to the table.
B-2 takes a counter for the team.

*A mistake has been included in this description.

UNIT #56

Pattern:	TAKE	THE	CATS.	SHOW	THEM	TO	ME.
					THE RED ONE		
					THE YELLOW ONE		

Teaching Point:

Whether the picture card shows one object or two, the pupils should always ask for the plural form of the object in this activity.

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#56

PRESENTATION

Teacher needs: The following shapee objects:

a red cat
a red cart
2 red coats

a yellow cat
a yellow cart

Each group needs: The shapee objects from the previous Unit.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	SHOW ME A RED CAT.		He does it.
2.	Points to 3-1.	SHOW ME A YELLOW CART.		He does it.
3.	Points to A-2.	SHOW ME A RED COAT.		He does it.
4.	Points to B-2.	SHOW ME A YELLOW CAT.		He does it.
5.	Points to A-1.	SHOWLME A RED CART.		He does it.
6.	Points to B-1.	SHOW ME A YELLOW CAT.		He does it.
7.	Points to A-2.	SHOW ME A RED CAT.		He does it.
8.	Points to B-2.	SHOW ME A RED COAT.		He does it.
9.		A-1, TAKE THE CATS.	A-1, TAKE THE CATS.	He does it.
10.		SHOW THE RED ONE TO ME.	SHOW THE RED ONE TO ME.	A-1 shows it to each member of his group.
11.		SHOW THE YELLOW ONE TO ME.	SHOW THE YELLOW ONE TO ME.	A-1 does it.
12.		SHOW THE RED ONE TO ME.	SHOW THE RED ONE TO ME.	A-1 shows the red one.
13.		SHOW THE YELLOW ONE TO ME.	SHOW THE YELLOW ONE TO ME.	A-2 shows the yellow one.
14.		B-1, TAKE THE CARTS.	B-1, TAKE THE CARTS.	B-1 does it.

TEACHER		CLASS	#56
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
15. Holds up both carts.	SHOW THEM TO ME.	SHOW THEM TO ME.	B-1 shows both carts.
16. Holds up the red cart.	SHOW THE RED ONE TO ME.	SHOW THE RED ONE TO ME.	B-1 does it.
17. Holds up the yellow cart.		SHOW THE YELLOW ONE TO ME.	B-1 does it.
18.	A-2, TAKE THE COATS.	A-2, TAKE THE COATS.	A-2 does it.
19. Holds up both coats.	SHOW THEM TO ME.	SHOW THEM TO ME.	A-2 does it.
20.	B-2, TAKE THE CATS.	B-2, TAKE THE CATS	B-2 does it.
21. Holds up both cats.		SHOW THEM TO ME.	B-2 does it.
22. Holds up the red one.		SHOW THE RED ONE TO ME.	B-2 does it.
23. Holds up the yellow one.		SHOW THE YELLOW ONE TO ME.	B-2 does it.
24. Holds up both cats.		SHOW THEM TO ME.	B-2 does it.
25.	A-1, SHOW ME A RED CAT.	A-1, SHOW ME A RED CAT.	He does it.
26.	B-1, SHOW ME A RED CART.	B-1, SHOW ME A RED CART.	He does it.
27.	A-2, SHOW ME A YELLOW CART.	A-2, SHOW ME A YELLOW CART.	He does it.
28.	B-2, SHOW ME A RED COAT.	B-2, SHOW ME A RED COAT.	He does it.

#56

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the previous Presentation.

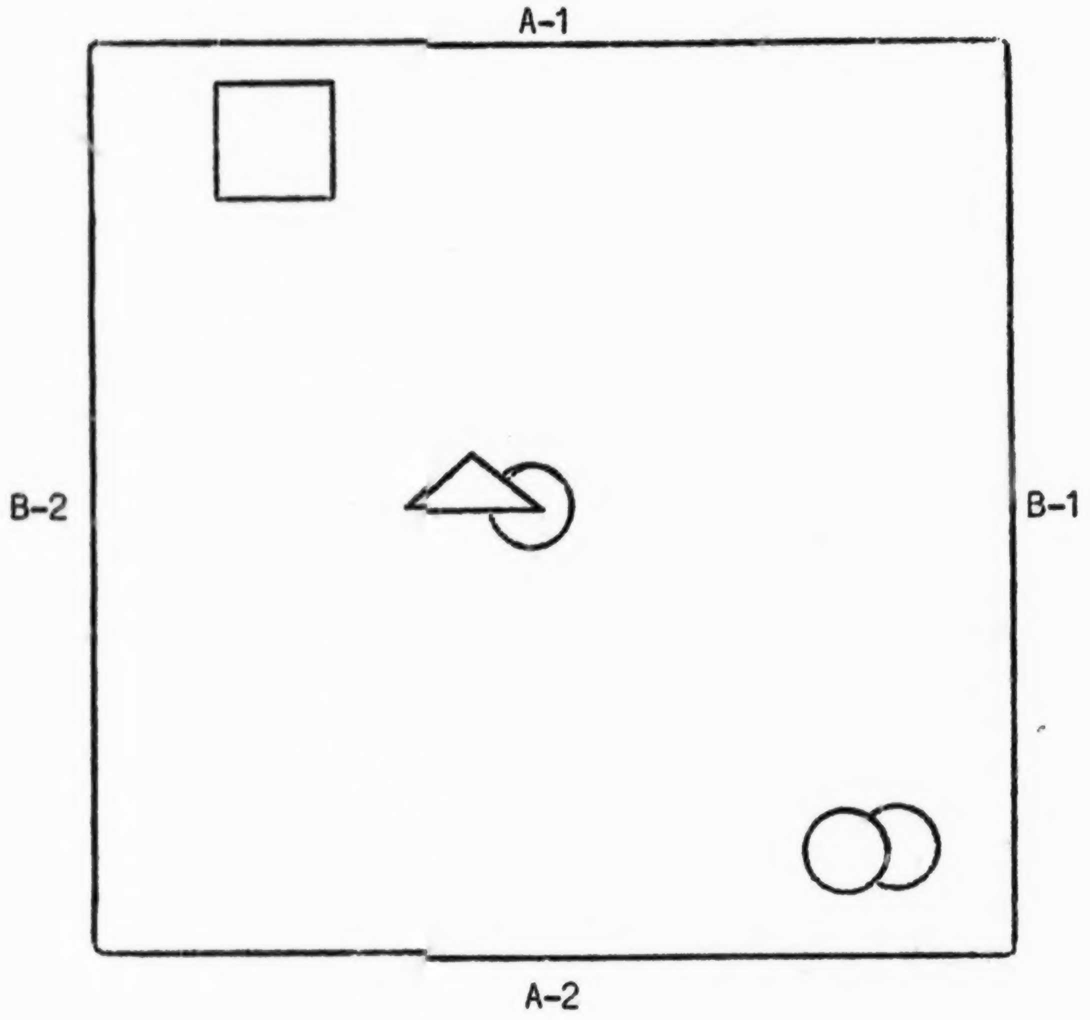
2) The following picture cards, mixed and face down on the table.

a red cat
a yellow cat
a red cart
a yellow cart
2 red coats
a red cat and a yellow cat
a red cart and a yellow cart

3) Counters.

Aim: To get counters.

Starting Position:



#56

Description of Play

A-1: Takes a card (2 cats).
He says: TAKE THE CATS.
A-2 does it.
A-1 says: SHOW THEM TO ME.
A-2 does it.
The card and the objects match.
They are returned to the table.
A-1 takes a counter for the team.

B-1: Takes a card (a yellow cat).
He says: TAKE THE CATS.
B-2 does it.
B-1 says: SHOW THE YELLOW ONE TO ME.
B-2 does it.
The card and the object match.
They are returned to the table.
B-1 takes a counter for the team.

*A-2: Takes a card (2 carts).
He says: TAKE THE CARTS.
A-1 takes the cats.
A-2 says: SHOW THEM TO ME.
A-1 shows him the cats.
The card and objects do not match.
They are returned to the table.

*B-2: Takes a card (a red cart).
He says: TAKE THE CARTS.
B-1 does it.
B-2 says: SHOW THEM TO ME."
B-1 does it.
The card and the objects do not match.
They are returned to the table.

*A mistake has been included in this description.

UNIT #57

Pattern:	FIND	THE	TREES	AND	GIVE	ME	THE	BIG	(BLUE)	ONE(S).
			BOATS					LITTLE	(YELLOW)	
			BALLS					BLUE		
								YELLOW		

Teaching Points:

1. The Presentation teaches the plural of "one."
2. It introduces the use of two adjectives in sequence to distinguish one object from another (i.e.: little yellow tree/big yellow tree).

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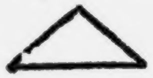
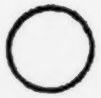
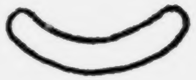
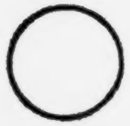
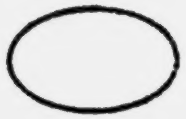
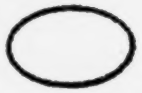
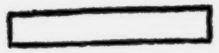
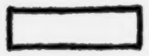
#57

PRESENTATION

Teacher needs: The following shapee objects.

2 blue boats
2 yellow boats
1 big blue tree
1 little blue tree
1 big yellow tree
1 little yellow tree
1 big blue ball
1 little blue ball

Each group needs: 1) The following shapee pieces:

2 blue/2 yellow		1 blue/1 yellow	
2 blue/2 yellow		1 blue/1 yellow	
1 blue/ 1 yellow		1 blue/1 yellow	
1 blue/1 yellow		1 blue/1 yellow	

2) A box.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1 and B-1.	MAKE A YELLOW BOAT		They do it.
2. Points to A-2 and B-2.	MAKE A BLUE BOAT.		They do it.
3. Points to A-1.	MAKE A BIG BLUE TREE.		He does it.
4. Points to B-1.	MAKE A LITTLE BLUE TREE.		He does it.
5. Points to A-2.	MAKE A LITTLE YELLOW TREE.		He does it.
6. Points to B-2.	MAKE A BIG YELLOW TREE.		He does it.
7. Points to A-1; holds up a big blue ball.	TAKE A BIG BLUE BALL.		He does it.
8. Points to B-1; holds up a little blue ball.	TAKE A LITTLE BLUE BALL.		He does it.
9. Goes to demonstration group; acts out hiding the objects in the box.			They cover their objects with the box.

TEACHER		CLASS	#57
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Points to A-1; holds up all the boats and then the blue ones.	SAY: FIND THE BOATS AND GIVE ME THE BLUE ONES.	FIND THE BOATS AND GIVE ME THE BLUE ONES.	A-2 does it.
11. Points to B-1; holds up all the boats and then the yellow ones.	SAY: FIND THE BOATS AND GIVE ME THE YELLOW ONES.	FIND THE BOATS AND GIVE ME THE YELLOW ONES.	B-2 does it.
12. Points to A-2; holds up the trees and then the big blue one.	SAY: FIND THE TREES AND GIVE ME THE BIG BLUE ONE.	FIND THE TREES AND GIVE ME THE BIG BLUE ONE.	A-1 does it.
13. Points to B-2; holds up the trees and then the big yellow one.	SAY: FIND THE TREES AND GIVE ME THE BIG YELLOW ONE.	FIND THE TREES AND GIVE ME THE BIG YELLOW ONE.	B-1 does it.
14. Points to A-1; holds up the trees and then the little blue one.	SAY: FIND THE TREES AND GIVE ME THE LITTLE BLUE ONE.	FIND THE TREES AND GIVE ME THE LITTLE BLUE ONE.	A-2 does it.
15. Points to B-1; holds up the balls and then the little one.	SAY: FIND THE BALLS AND GIVE ME THE LITTLE ONE.	FIND THE BALLS AND GIVE ME THE LITTLE ONE.	B-2 does it.
16. Points to A-2; holds up the balls and then the little one.	SAY: FIND THE BALLS AND GIVE ME THE LITTLE ONE.	FIND THE BALLS AND GIVE ME THE LITTLE ONE.	A-1 does it.
17. Points to B-2; holds up the balls and then the big one.	SAY: FIND THE BALLS AND GIVE ME THE BIG ONE.	FIND THE BALLS AND GIVE ME THE BIG ONE.	B-1 does it.
18. Holds up the boats and then the yellow ones.		FIND THE BOATS AND GIVE ME THE YELLOW ONES.	
19. Holds up the trees and then the big blue one.		FIND THE TREES AND GIVE ME THE BIG BLUE ONE.	

#57

COMMUNICATION ACTIVITY

Materials needed: 1) A box

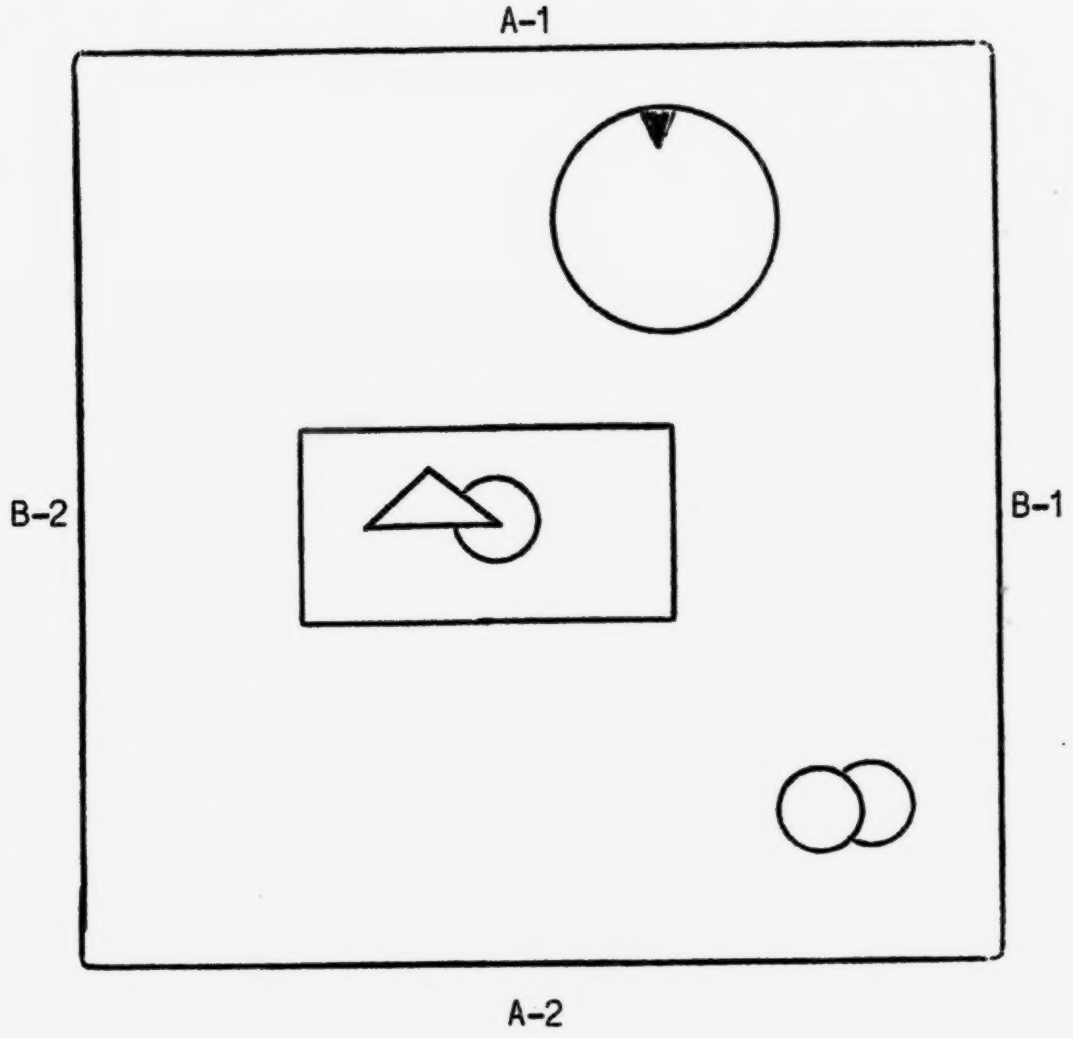
2) The shapee objects made in the Presentation, covered by the box

3) Spinner Cover #6.

4) Counters.

Aim: To get the most counters in three rounds.

Starting Position:



Description of Play:

A-1: Spins the spinner (the blue boats).
He says: FIND THE BOATS AND GIVE ME THE BLUE ONES.
A-2 finds the boats and gives the blue ones to A-1.
The objects and the spinner match.
A-1 returns the objects and takes a counter.

B-1: Spins the spinner (the big balls).
He says: FIND THE BALLS AND GIVE ME THE BIG ONE.
B-2 finds the balls and gives the big ones to B-1.
The objects and the spinner match.
B-1 returns the objects and takes a counter.

*A-2: Spins the spinner (a big blue tree).
He says: FIND THE TREES AND GIVE ME THE BIG BLUE ONE.
A-1 finds the trees and gives the big yellow one to A-2.
The object and the spinner do not match.
A-2 returns the object.

B-2: Spins the spinner (a little yellow tree).
He says: FIND THE TREES AND GIVE ME THE LITTLE YELLOW ONE.
B-1 finds the trees and gives the little yellow one to B-2.
The objects and the spinner match.
B-2 returns the objects and takes a counter.

*A mistake has been included in this description.

UNIT #58

Pattern:	FIND	THE	YELLOW	COATS.	(SHOW	ME	ONE.)
			GREEN	BALLS			TWO
							THREE
					(DON'T SHOW ME ANY.)		

Teaching Point:

The Presentation introduces the negative statement DON'T SHOW ME ANY.

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#51

PRESENTATION

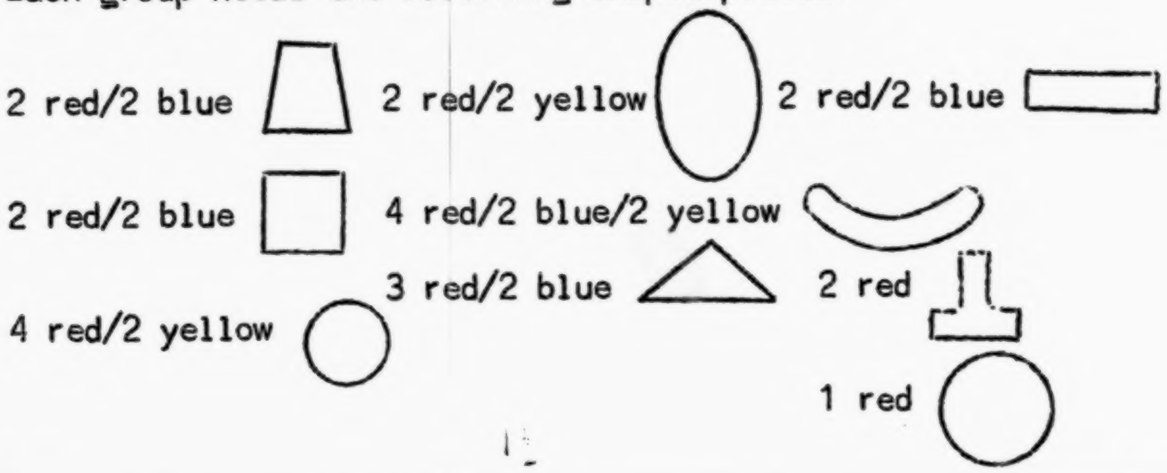
Teacher needs: 1) The following pages from the Picture Book:

a cat   a shapee cat

2) The following shapee objects:

a red coat	a blue coat
a red cat	a yellow cat
a red flag	a blue flag
a red boat	a blue boat
a red girl	a red boy

Each group needs the following shapee pieces:


2 red/2 blue
2 red/2 yellow
2 red/2 blue
2 red/2 blue
4 red/2 blue/2 yellow
3 red/2 blue
2 red
4 red/2 yellow
1 red

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to the cat in the Picture Book.	A CAT	A CAT	
2. Points to the picture of the shapee cat.	A CAT	A CAT	
3. Holds up a red shapee cat.	A-1 and A-2, MAKE A RED CAT.	A-1 and A-2, MAKE A RED CAT.	They do it.
4. Holds up a yellow cat.	B-1 and B-2, MAKE A YELLOW CAT.	B-1 and B-2, MAKE A YELLOW CAT.	They do it.
5. Holds up a red cat.	A CAT	A CAT	
6. Holds up a red coat, then a red cat.	A COAT A CAT	A COAT A CAT	
7.	A-1 and A-2, TAKE A RED COAT.	A-1 and A-2, TAKE A RED COAT.	They do it.
8.	B-1 and B-2, TAKE A BLUE COAT.	B-1 and B-2, TAKE A BLUE COAT.	They do it.
9.	SHOW ME A CAT.		Each holds up the cat he has made.
10.	SHOW ME A COAT.		Each holds up the coat he has taken. *

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to A-2.	SAY: FIND THE YELLOW BALLS.	FIND THE YELLOW BALLS.	A-1 does it.
12.	Points to A-2.	SAY: DON'T SHOW ME ANY.	DON'T SHOW ME ANY.	A-1 does it.
13.	Stands by demonstration group. Holds A-1's hand (with the yellow balls in it) down, so that A-1 does not show A-2 any of the objects. Then, indicates that A-1 should return the objects to the box.			All the A-1's return their objects to the box, without showing them.
14.	Points to B-2.	SAY: FIND THE GREEN COATS.	FIND THE GREEN COATS.	B-1 does it.
15.	Points to B-2.	SAY: DON'T SHOW ME ANY.	DON'T SHOW ME ANY.	
16.	Holds B-1's hand (with the green coats in it) down.			B-1 returns his objects to the box.
17.	Points to A-1.	SAY: FIND THE YELLOW COATS.	FIND THE YELLOW COATS.	A-2 does it.
18.	Points to A-1.	SAY: DON'T SHOW ME ANY.	DON'T SHOW ME ANY.	A-2 returns his objects to the box.
19.	Points to B-1, holds up yellow coats.	SAY:	FIND THE YELLOW COATS.	B-2 does it.
20.	Puts down the objects.	SAY: DON'T SHOW ME ANY.	DON'T SHOW ME ANY.	B-2 returns his objects to the box.
21.	Holds up the green coats.	FIND THE GREEN COATS.	FIND THE GREEN COATS.	
22.	Holds up one green coat.	SHOW ME ONE.	SHOW ME ONE.	
23.	Holds up the green balls.		FIND THE GREEN BALLS.	
24.	Puts down the objects.	DON'T SHOW ME ANY.	DON'T SHOW ME ANY.	
25.	Holds up the yellow balls.		FIND THE YELLOW BALLS.	
26.	Puts down the objects.	DON'T SHOW ME ANY.	DON'T SHOW ME ANY.	
27.	Acts out hiding objects in the box.			They do it.

#58

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used and distributed in the Presentation, as follows:

Set #1, hidden in the box: 4 yellow coats 4 green coats
4 yellow balls 4 green balls

Set #2, in the bag: 4 yellow coats 4 green coats
4 yellow balls 4 green balls

2) A box

3) A bag

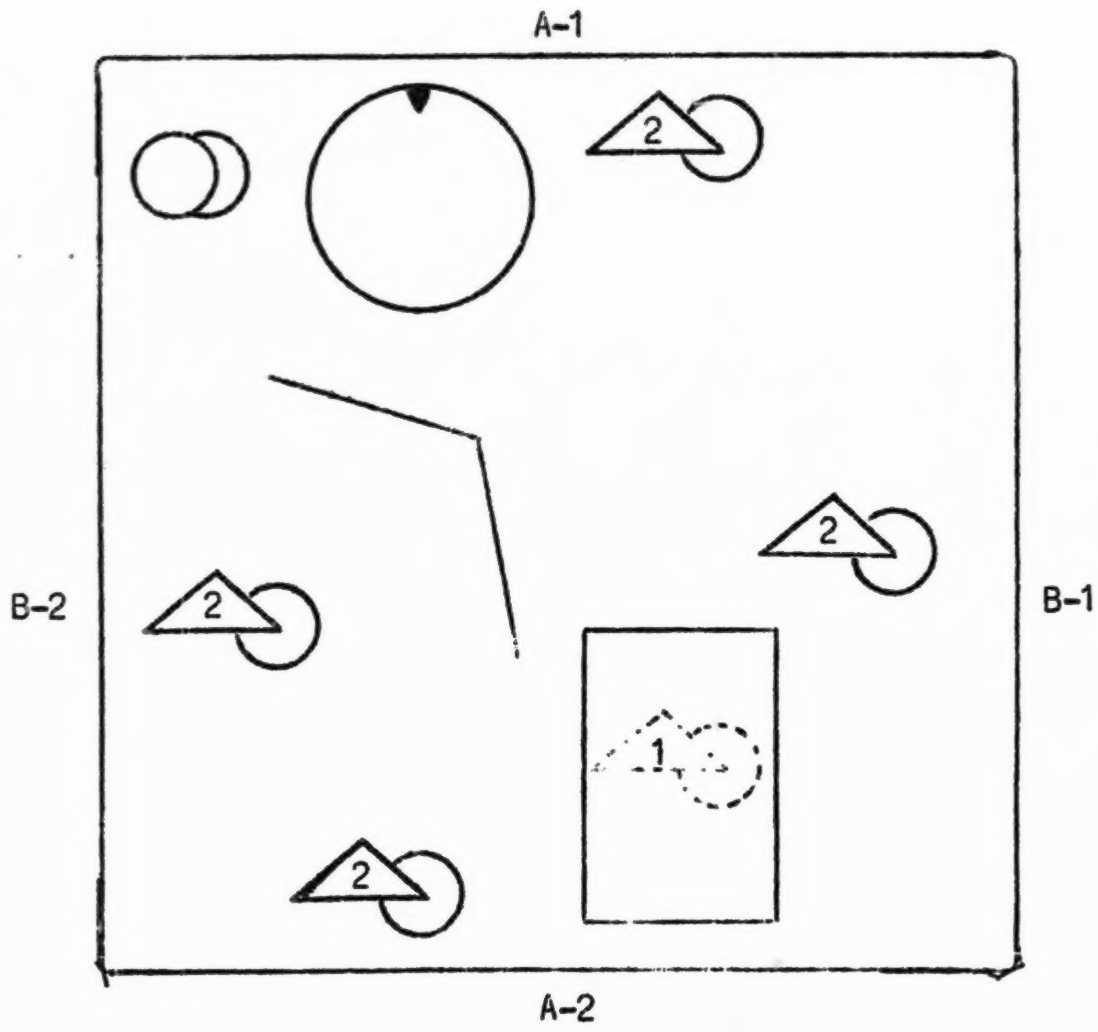
4) Spinner cover #8

5) A shield

6) Counters.

Aim: To get counters by matching Set #1 and Set #2 objects.

Starting Position: Each pupil takes four objects out of the bag (at random), and puts them in front of himself, so that they cannot be seen by his team-mate. The bag is then discarded.



Description of Play:

A-1: Spins the spinner (the yellow coats).
He says: FIND THE YELLOW COATS.
A-2 finds the Set #1 objects.
A-1 looks at his own Set #2 objects. He has two yellow coats.
He says: SHOW ME TWO.
A-2 shows him two of the Set #1 objects. A-1 holds up his two matching Set #2 objects.
The Set #1 and the Set #2 objects match.
A-2 returns the Set #1 objects to the box.
A-1 takes a counter for the team.

B-1: Spins the spinner (the green balls).
He says: FIND THE GREEN BALLS.
B-2 finds the Set #2 objects.
B-1 looks at his own Set #2 objects. He has no green balls.
He says: DON'T SHOW ME ANY.
B-2 nods his head and returns the Set #1 objects to the box.*
B-1 shows the spinner and his objects. He has no matching objects.
He takes a counter for the team.

**A-2: Spins the spinner (the green coats).
He says: FIND THE GREEN COATS.
A-1 finds the Set #1 objects.
A-2 looks at his own Set #2 objects. He has no green coats.
He says: SHOW ME ONE.
A-1 shows him one of the Set #1 objects. A-2 has no matching object to hold up.
There is no Set #2 object to match the Set #1 object.
A-1 returns the Set #1 objects to the box.

B-2 Spins the spinner (the green coats).
He says: FIND THE GREEN COATS.
B-1 finds the Set #1 objects.
B-2 looks at his own Set #2 objects. He has three green coats.
He says: SHOW ME THREE.
B-1 shows him three of the Set #1 objects. B-2 holds up his three matching Set #2 objects.
The Set #1 and the Set #2 objects match.
B-1 returns the Set #1 objects to the box.
B-2 takes a counter for the team.

*He nods his head to show that he has understood his team-mate. It is not a mistake if he does not nod, but it is helpful if he does.

**A mistake has been included in this description.

UNIT #59

Pattern:	FIND	THE	YELLOW	COATS	(AND	SHOW	ME	ONE.)
			GREEN	BALLS				TWO
								THREE
					(BUT DON'T SHOW ME ANY).			

Teaching Points:

1. The Presentation introduces "but" in contrast to "and."
2. The pattern is identical to the previous pattern except that the two sentences of the previous pattern (FIND THE...SHOW ME...) are combined by the connectors "and" or "but" into one sentence.

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#59

PRESENTATION

Teacher needs: The following shapee objects:

4 green coats 4 green balls
4 yellow coats 4 yellow balls

Each group needs:
1) The shapee objects from the previous Unit.
2) A box.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		SHOW ME A YELLOW COAT AND A GREEN ONE.		They do it.
2.		SHOW ME A YELLOW BALLL AND A GREEN ONE.		They do it.
3.		PUT YOUR THINGS IN THE BAG.		They do it, and put the bag aside.
4.		SHOW ME A YELLOW COAT AND A GREEN ONE.		They do it (showing objects from the table, not the bag).
5.		SHOW ME A YELLOW BALL AND A GREEN ONE.		They do it.
6.		HIDE YOUR THINGS IN THE BOX.		They do it.
7.	Holds up the yellow coats, then holds out one of them.	FIND THE YELLOW COATS AND SHOW ME ONE.	FIND THE YELLOW COATS AND SHOW ME ONE.	
8.	Points to A-1; then holds up the yellow coats and holds out 1 of them.	SAY:	FIND THE YELLOW COATS AND SHOW ME ONE.	A-2 does it.
9.	Holds up the green coats and then puts them down.	FIND THE GREEN COATS BUT DON'T SHOW ME ANY.	FIND THE GREEN COATS BUT DON'T SHOW ME ANY.	
10.	Points to B-1; holds up the green coats and puts them down.	SAY: FIND THE GREEN COATS BUT DON'T SHOW ME ANY.	FIND THE GREEN COATS BUT DON'T SHOW ME ANY.	B-2 does it.

	TEACHER		CLASS	#59
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to A-2; holds up the green coats and puts them down.	SAY: FIND THE GREEN COATS BUT DON'T SHOW ME ANY.	FIND THE GREEN COATS BUT DON'T SHOW ME ANY.	A-1 does it.
12.	Holds up the yellow balls; holds out 3 of them.	SAY:	FIND THE YELLOW BALLS AND SHOW ME THREE.	
13.	Points to B-2; holds up the yellow balls; holds out 3 of them.	SAY:	FIND THE YELLOW BALLS AND SHOW ME THREE.	B-1 does it.
14.	Holds up the green balls; puts them down.	SAY: FIND THE GREEN BALLS BUT DON'T SHOW ME ANY.	FIND THE GREEN BALLS BUT DON'T SHOW ME ANY.	
15.	Points to A-1; holds up the green balls; puts them down.	SAY:	FIND THE GREEN BALLS BUT DON'T SHOW ME ANY.	A-2 does it.
16.	Points to B-1; holds up the green balls; puts them down.	SAY:	FIND THE GREEN BALLS BUT DON'T SHOW ME ANY.	B-2 does it.
17.	Points to A-2; holds up the yellow coats; holds out 2 of them.	SAY:	FIND THE YELLOW COATS AND SHOW ME TWO.	A-1 does it.
18.	Points to B-2; holds up the green coats; puts them down.	SAY:	FIND THE GREEN COATS BUT DON'T SHOW ME ANY.	B-1 does it.
19.	Holds up the yellow balls; holds out 2 of them.		FIND THE YELLOW BALLS AND SHOW ME TWO.	
20.	Holds up the green balls; puts them down.		FIND THE GREEN BALLS BUT DON'T SHOW ME ANY.	
21.	Holds up the green coats; holds out 1 of them.		FIND THE GREEN COATS AND SHOW ME ONE.	
22.	Holds up the yellow coats; puts them down.		FIND THE YELLOW COATS BUT DON'T SHOW ME ANY.	

#59

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects from the previous Unit, distributed as follows:

Set #1, hidden in the box: 4 yellow coats 4 green coats
4 yellow balls 4 green balls

Set #2, in the bag: 4 yellow coats 4 green coats
4 yellow balls 4 green balls

2) A box

3) A bag

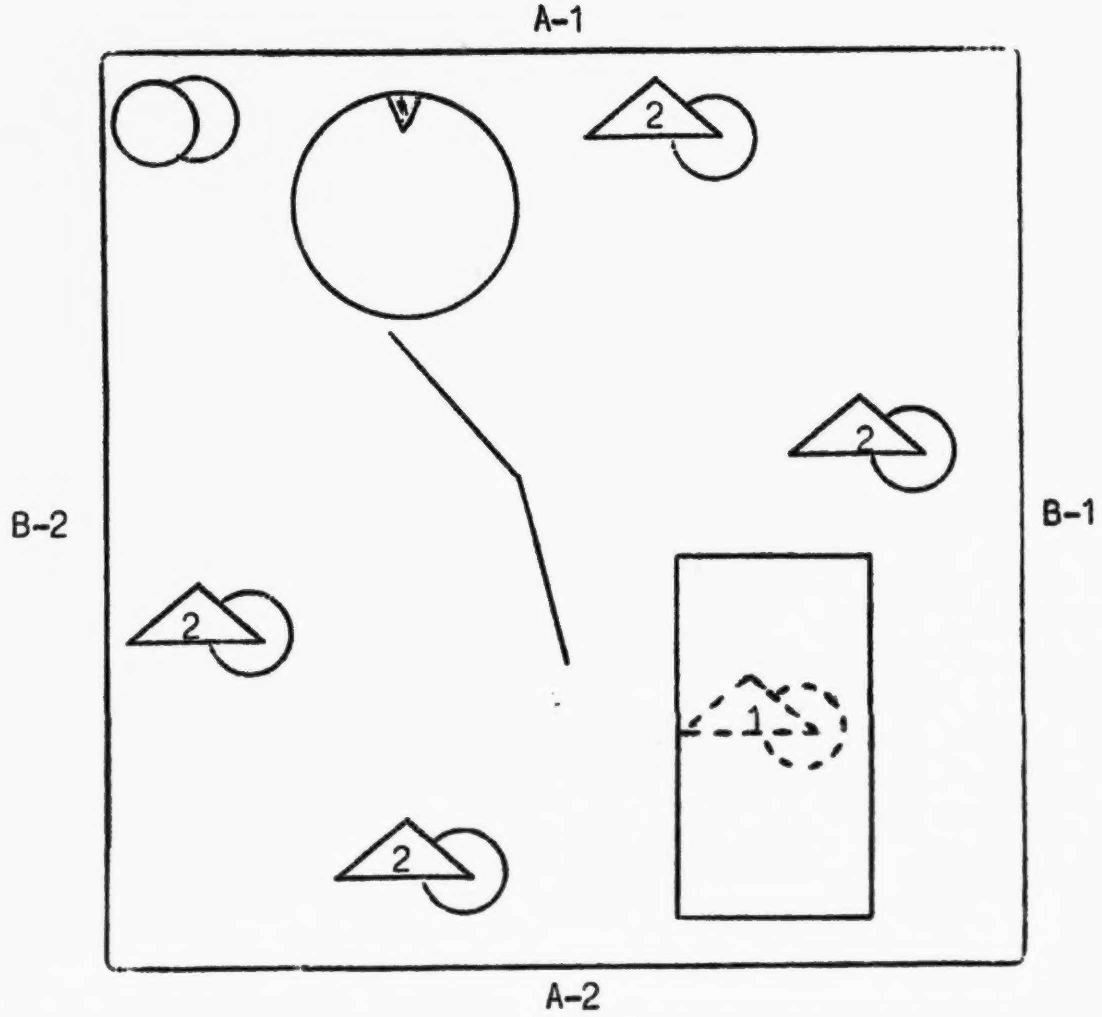
4) Spinner cover #8

5) A shield

6) Counters.

Aim: To get counters by matching Set #1 and Set #2 objects.

Starting Position: Each pupil takes four objects out of the bag (at random), and puts them in front of himself, so that they cannot be seen by his team-mate. The bag is then discarded.



Description of Play:

A-1: Spins the spinner (the yellow coats).
He looks at his Set #2 objects. He has two yellow coats.
He says: FIND THE YELLOW COATS AND SHOW ME TWO.
A-2 finds the Set #1 objects and shows A-1 two of them. A-1 holds up his two Set #2 objects.
The Set #1 and the Set #2 objects match
A-2 returns the Set #1 objects to the box.
A-1 takes a counter for the team.

B-1: Spins the spinner (the green balls).
He looks at his Set #2 objects. He has no green balls.
He says: FIND THE GREEN BALLS BUT DON'T SHOW ME ANY.
B-2 finds the Set #1 objects and puts them on the table.
B-1 shows the spinner and his Set #2 objects. He has no matching objects.
The spinner matches the Set #1 objects.
B-2 returns the Set #1 objects to the box.
B-1 takes a counter for the team.

*A-2: Spins the spinner (the green coats).
He looks at his Set #2 objects. He has no green coats.
He says: FIND THE GREEN COATS AND SHOW ME ONE.
A-1 finds the Set #1 objects and shows A-2 one of them. A-2 has no matching object to hold up.
There is no Set #2 object to match the Set #1 object.
A-1 returns the Set #1 objects to the box.

B-2: Spins the spinner (the green coats).
He looks at his Set #2 objects. He has three green coats.
He says: FIND THE GREEN COATS AND SHOW ME THREE.
B-1 finds the Set #1 objects and shows B-2 three of them. B-2 holds up his three Set #2 objects.
The Set #1 and the Set #2 objects match.
B-1 returns the Set #1 objects to the box.
B-2 takes a counter for the team.

*A mistake has been included in this description.

UNIT #60 (Test Unit)

Pattern:	PICK	UP	THE	STICKS.	GIVE	ME	THE	RED	ONE.
				BOATS				BLUE	
				DOGS				LONG	
				TREES				SHORT	
								BIG	
								LITTLE	

Teaching Point:

This is the sixth Test Unit. It is mainly a review of adjectives.

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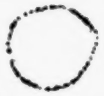
#60 (Test Unit)

Teacher needs the following shapee cbjects:

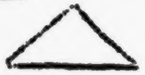
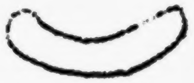
a long red stick	a big red tree
a short red stick	a little red tree
a big red dog	a red boat
a little red dog	a blue boat

PRESENTATION

Each group needs the following shapee pieces:

4 red 2 red 2 red 

4 red 2 red

1 red/1 blue  1 red/1 blue 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		A-1, TAKE A LONG RED STICK AND A SHORT ONE.	A-1, MAKE A LONG RED STICK AND A SHORT ONE.	He does it, and shows the objects.
2.		B-1, MAKE A BIG RED DOG AND A LITTLE ONE.	B-1, MAKE A BIG RED DOG AND A LITTLE ONE.	He does it, and shows the objects.
3.		A-2, MAKE A RED BOAT AND A BLUE ONE.	A-2, MAKE A RED BOAT AND A BLUE ONE.	He does it, and shows the objects.
4.		B-2, MAKE A BIG RED TREE AND A LITTLE ONE.	B-2, MAKE A BIG RED TREE AND A LITTLE ONE.	He does it, and shows the objects.
5.	Points to A-1; holds up the sticks.	SAY: **PICK UP THE STICKS.**	PICK UP THE STICKS.	A-2 picks up both sticks.
*6.	Holds out the long red stick.	SAY: GIVE ME THE LONG ONE.	GIVE ME THE LONG ONE.	A-2 does it.
7.	Points to B-1; acts out "pick up" with the boats.	SAY:	PICK UP THE BOATS.	B-2 does it.

*Holds up the short stick, too, to show the difference between the sticks is length.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
8. Holds out the blue boat; acts out "give me."	SAY:	GIVE ME THE BLUE ONE.	B-2 does it.
9. Points to A-2; acts out "pick up" with the dogs.	SAY:	PICK UP THE DOGS.	A-1 does it.
10. Holds out the big red dog; acts out "give me."	SAY:	GIVE ME THE BIG ONE.	A-1 does it.
11. Points to B-2; acts out "pick up" with the trees.	SAY:	PICK UP THE TREES.	B-1 does it.
12. Holds out the little tree.	SAY:	GIVE ME THE LITTLE ONE.	A-1 does it.
13. Holds up the sticks.	PICK UP THE STICKS.	PICK UP THE STICKS.	
14. Holds out the short stick.		GIVE ME THE SHORT ONE.	
15. Holds out the long stick.		GIVE ME THE LONG ONE.	
16. Holds up the dogs; acts out "pick up."		PICK UP THE DOGS.	
17. Holds out the big one.		GIVE ME THE BIG ONE.	
18. Holds up the boats; acts out "pick up."		PICK UP THE BOATS.	
19. Holds out the red boat.		GIVE ME THE RED ONE.	
20. Holds out the blue boat.		GIVE ME THE BLUE ONE.	
21. Holds up the trees; acts out "pick up."		PICK UP THE TREES.	
22. Holds out the little tree.		GIVE ME THE LITTLE ONE.	

#60 (Test Unit)

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation

2) The following picture cards, mixed and face down on the table

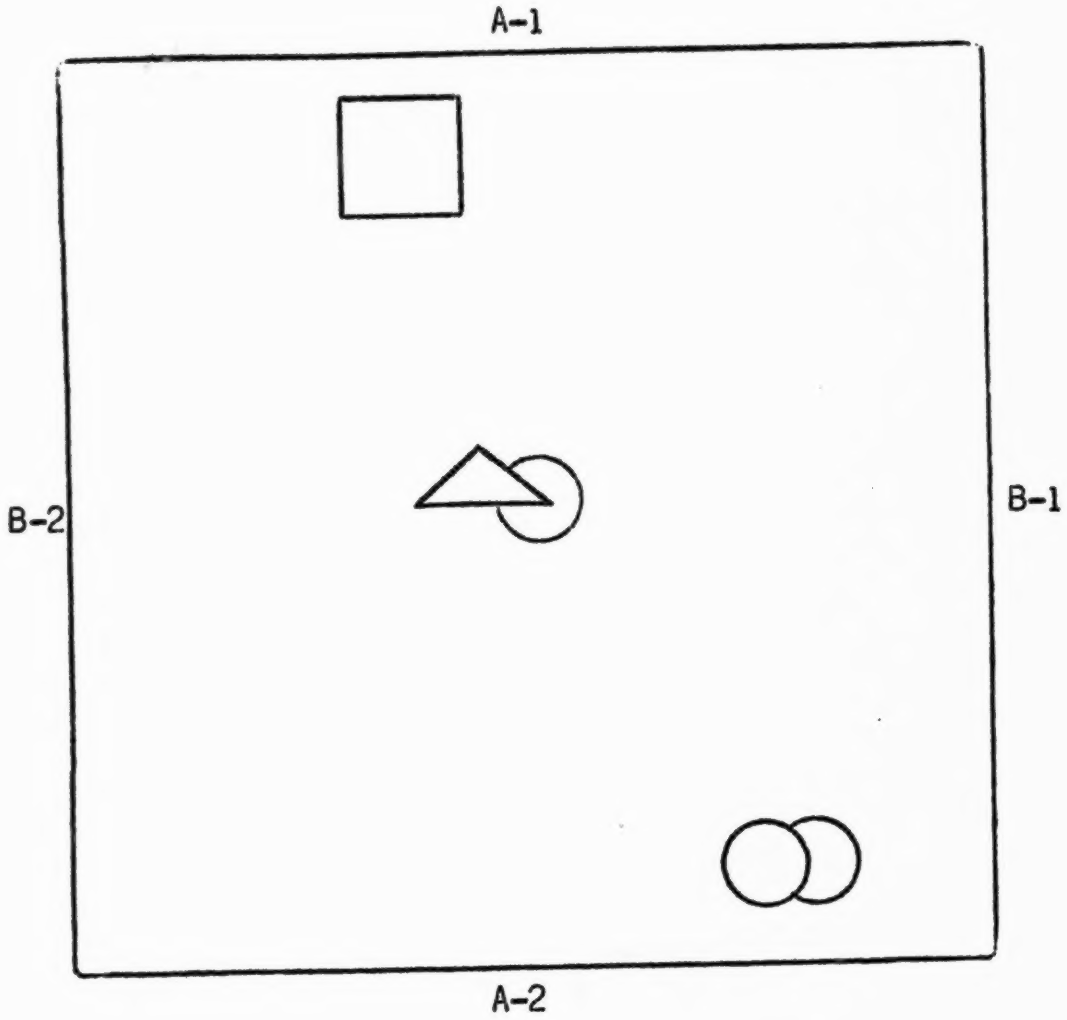
a long red stick
a short red stick
a big red dog
a little red dog

a big red tree
a little red tree
a red boat
a blue boat

3) Counters.

Aim: To get counters.

Starting Position:



#60 (Test Unit)

Description of Play:

A-1: Takes a card (a short red stick).
He says: PICK UP THE STICKS.
A-2 does it, and shows them.
A-1 says: GIVE ME THE SHORT ONE.
A-2 does it.
The card and the object match.
They are returned to the table.
A-1 takes a counter for the team.

B-1: Takes a card (a blue boat).
He says: PICK UP THE BOATS.
B-2 does it.
B-1 says: GIVE ME THE BLUE ONE.
B-2 does it.
The card and the object match.
They are returned to the table.
B-1 takes a counter for the team.

*A-2: Takes a card (a little red dog).
He says: PICK UP THE DOGS.
A-1 does it.
A-2 says: GIVE ME THE RED ONE.
A-1 gives him the big red dog.
The card and the object do not match.
They are returned to the table.

B-2: Takes a card (a big red tree).
He says: PICK UP THE TREES.
B-1 does it.
B-2 says: GIVE ME THE BIG ONE.
B-1 does it.
The card and the object match.
They are returned to the table.
B-1 takes a counter for the team.

*A mistake has been included in this description.

UNIT #61

Pattern:	FIND	THE	YELLOW	STICK	AND	PUT	IT	ON	THE	BAG.
			GREEN	COAT				UNDER		
			BLUE	BOAT				IN		
								NEAR		

Teaching Points:

1. The Presentation introduces the preposition "near."
2. Save the shapee objects from this Unit for use in the following Unit.

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#61

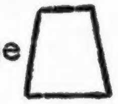
PRESENTATION

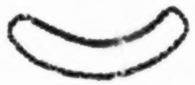
Teacher needs: 1) The following shapee objects:

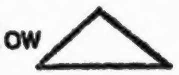
a green boat
a yellow boat
a green coat
a yellow coat
a blue coat
a green stick
a yellow stick
a blue stick

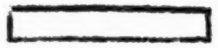
2) The Demonstration Bag.
(See Unit #41.)

Each group will need: 1) The following shapee pieces:

2 green/2 yellow/2 blue 

2 green/2 yellow 

2 green/2 yellow 

2 green/2 yellow/
2 blue 

2) A bag.

3) A box.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	MAKE 2 GREEN BOATS AND 2 YELLOW ONES.		He does it.
2. Hides one of each in the box.	HIDE ONE OF EACH IN THE BOX.		He does it.
3. Points to B-1.	TAKE 2 GREEN COATS AND 2 YELLOW ONES.		He does it.
4. Hides one of each in the box.	HIDE ONE OF EACH IN THE BOX.		He does it.
5. Points to A-2.	TAKE 2 BLUE COATS AND 2 BLUE STICKS. HIDE ONE OF EACH IN THE BOX.		He does it.
6. Points to B-2.	TAKE 2 GREEN STICKS AND 2 YELLOW ONES. HIDE ONE OF EACH IN THE BOX.		He does it.
7. Points to A-1 and B-2.	TAKE A BAG.		They do it.
8. Puts a green stick on the bag.	ON THE BAG.	ON THE BAG.	They point "on" the bags in front of them.
9. Puts a blue stick in the bag.	IN THE BAG	IN THE BAG.	
10. Puts a yellow stick under the bag.	UNDER THE BAG	UNDER THE BAG	
11. Puts a blue coat near the bag.	NEAR THE BAG	NEAR THE BAG	
12. Puts a yellow coat near the bag.	NEAR THE BAG	NEAR THE BAG	

TEACHER		CLASS	#61
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
13. Puts a green coat near the bag.		NEAR THE BAG	
14. Points to A-1; points to all the objects on the table; points to a place at the side of the table.	PUT THEM ASIDE.		He does it.
15. Points to B-1; points to the box.	SAY: FIND THE YELLOW BOAT AND PUT IT NEAR THE BAG.	FIND THE YELLOW BOAT AND PUT IT NEAR THE BAG.	B-2 finds the object and puts it near the bag.
16. Points to A-2.	SAY: FIND THE GREEN BOAT AND PUT IT NEAR THE BAG.	FIND THE GREEN BOAT AND PUT IT NEAR THE BAG.	A-1 does it.
17. Points to B-2.	SAY: FIND THE BLUE STICK AND PUT IT NEAR THE BAG.	FIND THE BLUE STICK AND PUT IT NEAR THE BAG.	B-1 does it.
18. Points to A-1.	SAY: FIND THE GREEN STICK AND PUT IT NEAR THE BAG.	FIND THE GREEN STICK AND PUT IT NEAR THE BAG.	A-2 does it.
19. Points to B-1; holds up a yellow stick; points into the bag.	SAY: FIND THE YELLOW STICK AND PUT IT IN THE BAG.	FIND THE YELLOW STICK AND PUT IT IN THE BAG.	B-2 does it.
20. Points to A-2; holds up a green coat; points under the bag.		FIND THE GREEN COAT AND PUT IT UNDER THE BAG.	A-1 does it.
21. Points to B-2; holds up a yellow coat; points on the bag.		FIND THE YELLOW COAT AND PUT IT ON THE BAG.	B-1 does it.
22. Points to A-1; holds up a blue coat; points near the bag.		FIND THE BLUE COAT AND PUT IT NEAR THE BAG.	A-2 does it.
23. Points to B-2 and to the objects in front of him.	PUT THESE THINGS UNDER THE BOX.		He does it.
24. Points to the objects to one side of the table.	A-1 and B-1, TAKE THOSE THINGS.		They do it.
25. Points to B-2; acts out "in front of."	B-2, PUT THE SHIELD IN FRONT OF A-1 AND B-1.		He does it.

#61

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation

Set #1, hidden in the box

Set #2, on the table, identical to Set #1

a green coat
a green stick
a green boat
a yellow coat
a yellow stick
a yellow boat
a blue coat
a blue stick

2) A shield

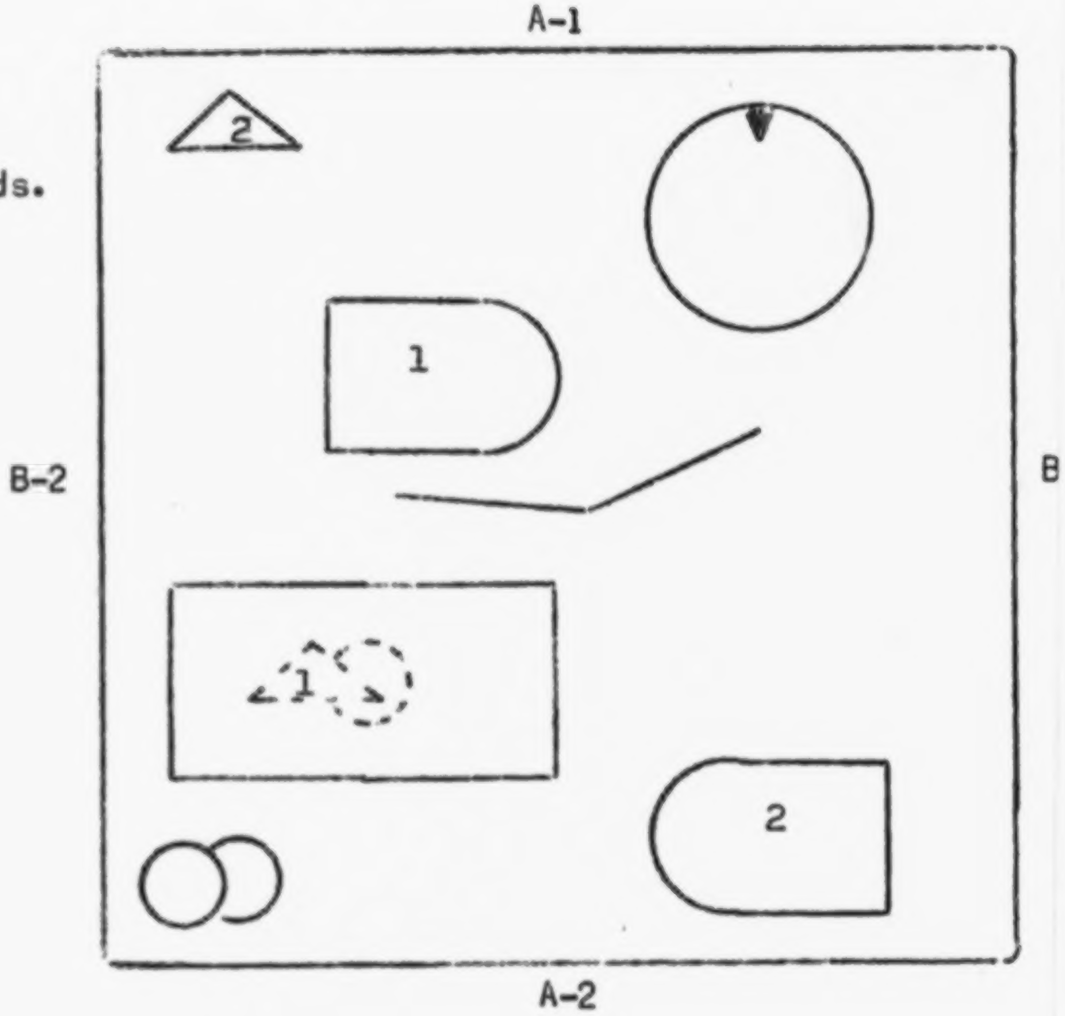
3) Spinner cover #9

4) Counters.

5) 2 bags

Aim: To see which team gets the most counters in three rounds.

Starting Position:



Description of Play:

A-1: Spins the spinner (a yellow coat).
He takes the yellow coat from Set #2 and puts it on bag #1.*
He says: FIND THE YELLOW COAT AND PUT IT ON THE BAG.
A-2 looks under the box, finds the Set #1 yellow coat and puts in on bag #2.
The shield is removed.
A-2's object and its position match A-1's.
The Set #2 object is returned to the table.
A-1 takes a counter for the team.

B-1: Spins the spinner (a green stick).
He takes the green stick from Set #2 and puts it near bag #1.
He says: FIND THE GREEN STICK AND PUT IT NEAR THE BAG.
B-2 looks under the box, finds the green stick from Set #1, and puts it near bag #2.
B-1 removes the shield.
B-2's object and its position match B-1's.
The Set #1 object is returned to the box; the Set #2 object is returned to the table.
B-1 takes a counter for the team.

**A-2: Takes the shield and the Set #2 objects, and puts them in front of B-2 and himself.
Spins the spinner (a yellow boat).
He takes the yellow boat from Set #2 and puts it under bag #1.
He says: FIND THE YELLOW COAT AND PUT IT NEAR THE BAG.
A-1 looks under the box, finds the yellow coat from Set #1, and puts it near bag #2.
Neither A-1's object not its position match A-2's.
The Set #1 object is returned to the box. The Set #2 object is returned to the table.

**B-2: Spins (a blue coat).
He takes the blue coat from Set #2 and puts it in bag #1.
He says: FIND THE BLUE COAT AND PUT IT IN THE BAG.
B-1 looks under the box, finds the blue boat from Set #1, and puts it in bag #2.
B-2 removes the shield.
B-1's object does not match B-2's.
The Set #1 object is returned to the box. The Set #2 object is returned to the table.

*This is a "free choice" activity. A-1 can choose to place the yellow coat in any of the 4 different positions of the pattern (in, on, under or near).
**A mistake has been included in this description.

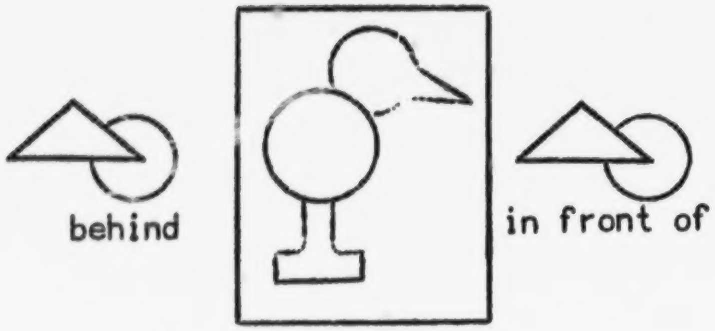
UNIT #62

Pattern:

PUT	THE	YELLOW	STICK	IN FRONT OF	THE	BIRD.
		GREEN	COAT	BEHIND		
		BLUE	BOAT			

Teaching Points:

1. The Presentation introduces the words " in front of" and "behind."
2. From Step #9 of the Presentation, you will be holding objects in front of and behind the picture of the shapee bird. Hold them in the positions shown in the diagram. In the activity, the pupils will do the same.



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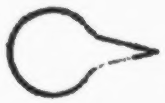
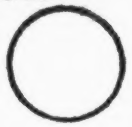
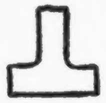
#62

PRESENTATION

Teacher needs:
1) The shapee objects from #61
2) A red shapee bird.
3) The picture of a shapee bird from the picture book.

Each group needs:
1) The shapee objects from Unit #61.
2) The following additional shapee pieces:

2 red  2 red  2 red 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to B-1.	SHOW ME TWO GREEN BOATS AND TWO YELLOW ONES.		He holds them up.
2. Acts out giving one of each object to B-2.	GIVE ONE OF EACH TO B-2.		He gives a green boat and a yellow one to B-2.
3. Points to A-2.	SHOW ME TWO GREEN COATS AND TWO YELLOW ONES.		He does it.
4. Acts out giving one of each object to A-1.	GIVE ONE OF EACH TO A-1.		He does it.
5. Points to B-2.	SHOW ME TWO BLUE COATS AND TWO BLUE STICKS: GIVE ONE OF EACH TO A-2.		He does it.
6. Points to A-1.	SHOW ME TWO GREEN STICKS AND TWO YELLOW ONES: GIVE ONE OF EACH TO A-2.		He does it.
7. Points to A-1 and B-1.	MAKE A RED BIRD.		They do it.
8. Points to a spot in front of himself.	IN FRONT OF	IN FRONT OF	
9. Puts up the picture of the shapee bird. Points in front of the bird.	IN FRONT OF	IN FRONT OF	

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Holds up the shapee bird. Points in front of the bird.	IN FRONT OF	IN FRONT OF	
11. Holds up the shapee bird. Points in front of the bird.		IN FRONT OF	
12. Turns his back to the class. Points "behind" himself.	BEHIND	BEHIND	
13. Points to the picture of the shapee bird. Points behind the bird.	BEHIND	BEHIND	
14. Holds up the shapee bird. Points behind the bird.		BEHIND	
15. Points to B-1.	Say: PUT THE YELLOW BOAT BEHIND THE BIRD.	PUT THE YELLOW BOAT BEHIND THE BIRD.	B-2 does it.
16. Points to A-2.	Say: PUT THE GREEN COAT BEHIND THE BIRD.	PUT THE GREEN COAT BEHIND THE BIRD.	A-1 does it.
17. Points to B-2.	Say: PUT THE YELLOW COAT IN FRONT OF THE BIRD.	PUT THE YELLOW COAT IN FRONT OF THE BIRD.	B-1 does it.
18. Points to A-1; holds up a blue coat; points in front of the picture book bird.	PUT THE BLUE COAT IN FRONT OF THE BIRD.	PUT THE BLUE COAT IN FRONT OF THE BIRD.	A-2 does it.
19. Points to B-1; holds up a green stick; points in front of the bird.		PUT THE GREEN STICK IN FRONT OF THE BIRD.	B-2 does it.

#62

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in Unit #62, and distributed as follows:

One of each object on one side of the shield (Set #1)
One of each object on the other side of the shield (Set #2)

2) A shield

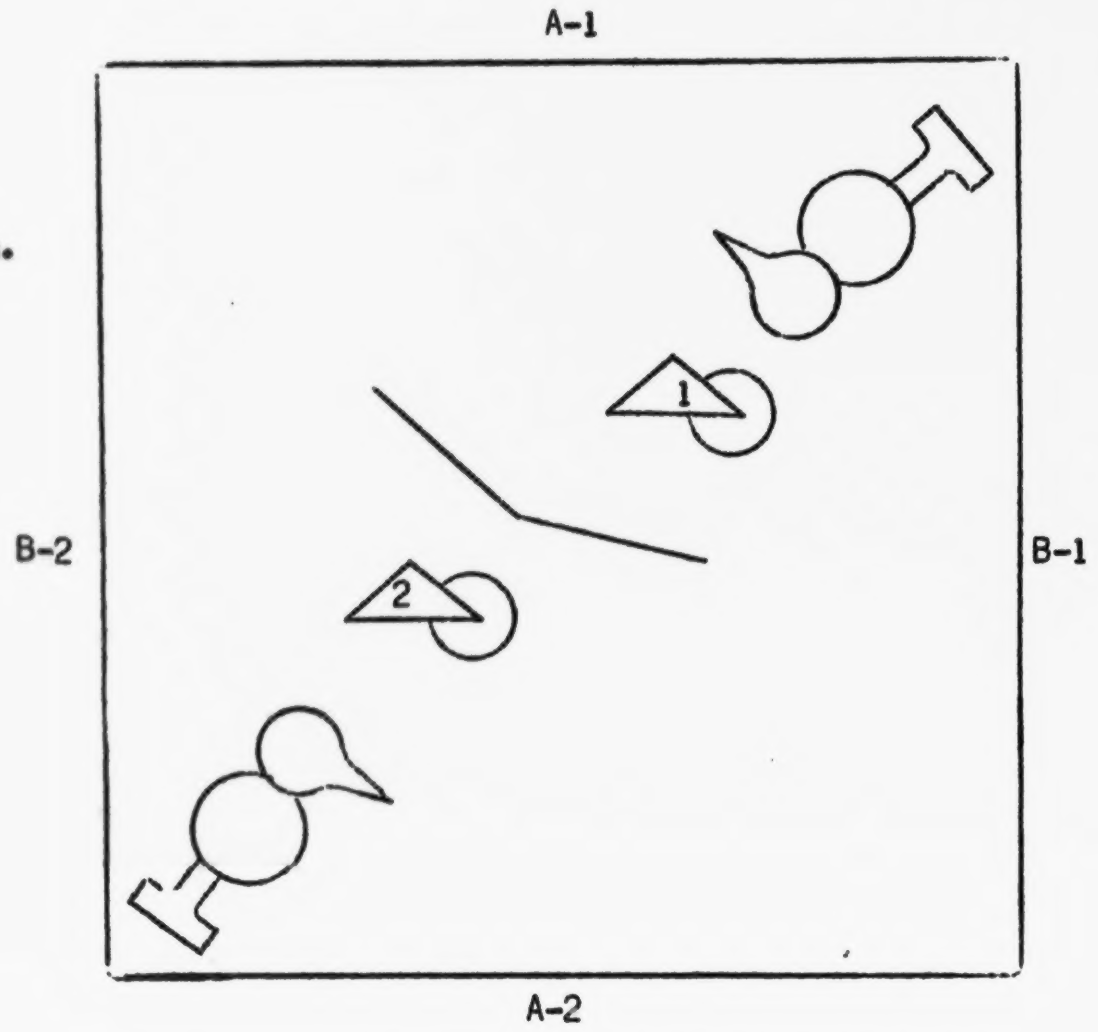
3) Spinner Cover #9

4) Counters.

Aim: To see which team gets the most counters.

Starting Position:

A-2 and B-2 put one bird between them.
A-1 and B-1 put the other bird between them.



Description of Play:

A-1: Spins the spinner (a yellow coat).
He takes the yellow coat from Set #1 and puts it in front of the bird.*
He says: PUT THE YELLOW COAT IN FRONT OF THE BIRD.
A-2 takes the yellow coat from Set #2 and puts it in front of the bird.
A-2's move matches A-1's. He takes a counter for the team.

B-1: Spins the spinner (a green stick).
He takes the green stick from Set #1 and puts it behind the bird.
He says: PUT THE GREEN STICK BEHIND THE BIRD.
B-2 takes the green stick from Set #2 and puts it behind the bird.
B-2 removes the shield.
B-2's move matches B-1's. He takes a counter for the team.

A-2: Takes the shield and puts it in front of B-2 and himself.
Spins (a yellow boat).
He takes a yellow boat from Set #2 and puts it behind the bird.
He says: PUT THE YELLOW BOAT BEHIND THE BIRD.
A-1 takes the yellow boat from Set #1 and puts it behind the bird.
A-2's move matches A-1's. He takes a counter for the team.

**B-2: Spins (a blue coat).
He takes the blue coat from Set #2 and puts it in front of the bird.
He says: PUT THE BLUE COAT BEHIND THE BIRD.
B-1 takes the blue coat from Set #1 and puts it behind the bird.
A-1 removes the shield.
B-2's move does not match B-1's. He does not take a counter.
The play returns to A-1.

*This is a "free choice" activity. A-1 can choose to place the yellow coat in either of the 2 positions in the pattern (in front of, behind).

**A mistake has been included in this description.

UNIT # 63

Pattern:	MOVE	**MY**	BALL	ONE	SPACE(S).
		YOUR		TWO	
				THREE	
				FOUR	

Teaching Points:

1. The Presentation introduces the possessive words "me" and "your."
2. The Communication Activity reinforces the concept that MOVE TWO SPACES may be one space forward and one space back. This was introduced in Unit #35 (see Teaching Point #2).

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#63

PRESENTATION

Teacher needs: 1) The following shapee objects:

a green ball a yellow ball

2) The Direction Board

3) Number cards.

a #1, a #2, a #3 and a #4

Each group needs: 1) The following shapee objects:

2 yellow/green ○ 2 yellow/green ○

2) 2 Direction Boards

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1 and B-1; holds up a green ball and a green square.	TAKE A GREEN BALL AND A GREEN SQUARE.		They do it.
2.	Points to A-2 and B-2; holds up a yellow ball and a yellow square.	TAKE A YELLOW BALL AND A YELLOW SQUARE.		They do it.
3.	Points to A-1 and B-1; holds up the green square.	PUT THE GREEN SQUARE IN FRONT OF YOU.		They do it.
4.	Points to A-2 and B-2; holds up the yellow square.	PUT THE YELLOW SQUARE IN FRONT OF YOU.		They do it.
5.	Hangs the direction Board on the blackboard; tells A-1 and A-2 to take one Direction Board and B-1 and B-2 to take the other.			They do it.
6.	Points to A-1 and B-1; holds the green ball against the checkered square.	PUT THE GREEN BALL HERE.		They do it.
7.	Points to A-2 and B-2; holds the yellow ball against the striped square.	PUT THE YELLOW BALL HERE.		They do it.
8.	Goes to the Demonstration table; Points to A-1.	TAKE THE GREEN BALL.		He does it.
9.	Points to A-1.	SAY: MY BALL.	MY BALL.	He holds up the ball.

	TEACHER		CLASS	#63
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Points to A-2.	TAKE THE YELLOW BALL.		He does it.
11.	Points to A-2.	SAY: MY BALL.	MY BALL	He holds it up.
12.	Points to B-1.	TAKE THE GREEN BALL.		He does it.
13.	Points to B-1.	SAY: MY BALL.	MY BALL	He holds it up.
14.	Points to B-2.	TAKE THE YELLOW BALL.		He does it.
15.	Points to B-2.	SAY: MY BALL.	MY BALL	He holds it up.
16.	Points to all the pupils in the demonstration group.	SAY: MY BALL.	MY BALL	They hold up their ball.
17.	Picks up the yellow ball; points to A-2.	PICK UP THE YELLOW BALL.		He holds it up.
18.	Points to A-1; indicates A-2.	SAY: YOUR BALL.	(A-2 says) YOUR BALL.	He points to A-2's ball.
19.	Picks up the yellow ball again; points to B-2.	PICK UP THE YELLOW BALL.		He holds it up.
20.	Points to B-1; indicates B-2.	SAY: YOUR BALL.	(B-2 says) YOUR BALL.	He points to B-2's ball.
21.	Points to A-1.	PICK UP THE GREEN BALL.		He holds it up.
22.	Points to A-2; indicates A-1.	SAY: YOUR BALL.	(A-2 says) YOUR BALL.	He points to A-1's ball.
23.	Points to B-1.	PICK UP THE GREEN BALL.		He holds it up.
24.	Points to B-1; indicates A-1.	SAY: YOUR BALL.	(B-2 says) YOUR BALL.	He points to B-1's ball.

#63

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation.

2) Two Direction Boards

3) The following cards (Set #1), mixed and face down on the table.

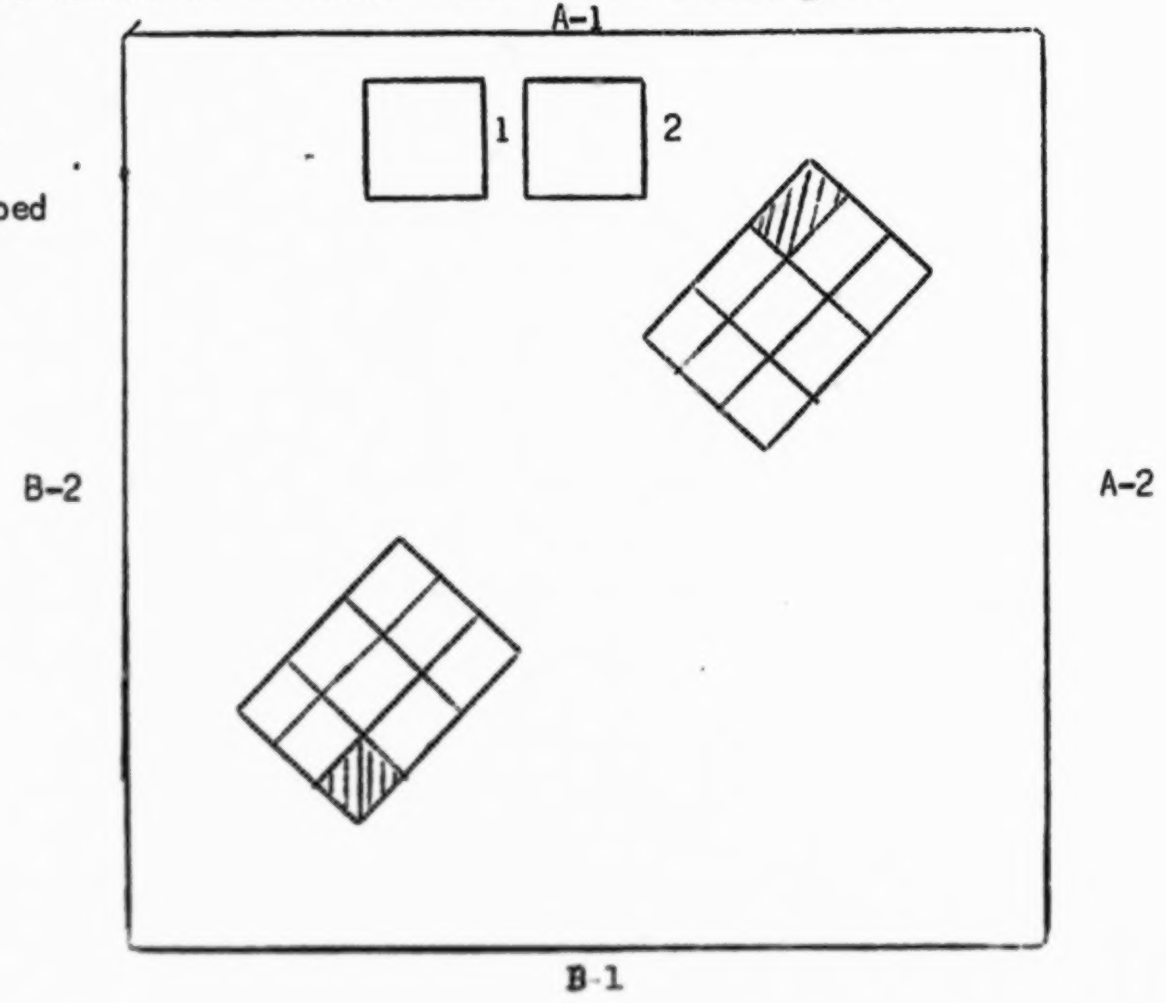
yellow (2)   green (2)

4) The following cards (Set #2), mixed and face down on the table.

a #1 (2), a #2 (2), a #3 (1), and a #4 (1).

Aim: To see which pupil gets his objects across the Direction Board first. This is not a team game.

Starting Position: A-1 and B-1 start with the green balls on the checkered square of square of their respective Direction Boards. A-2 and B-2 start with the yellow balls on the striped square.



Description of Play:

A-1: Takes a card from Set #1 (green) and Set #2 (a #2).
He says to A-2: MOVE MY BALL TWO SPACES.*
A-2 moves the green ball two spaces.
A-1 shows the Set #1 and Set #2 cards. They match A-2's moves.
A-1 puts the cards back under their packs.

B-1: Takes a card from Set #1 (yellow) and Set #2 (a #4).
He says to B-2: MOVE YOUR BALL FOUR SPACES.*
B-2 moves the yellow ball four spaces.
B-1 shows the Set #1 and Set #2 cards. They match B-2's moves.
B-1 puts the cards back under their packs.

**A-2: Takes a card from Set #1 (yellow) and Set #2 (a #4).
He says to A-1: MOVE YOUR BALL FOUR SPACES.
A-1 moves the green ball four spaces.
A-2 shows the Set #1 and Set #2 cards. The number card matches; the color card does not.
A-1 moves the green ball back to the checkered square.
A-2 puts the cards back under their packs.

**B-2: Takes a card from Set #1 (green) and Set #2 (a #1).
He says to B-1: MOVE MY BALL ONE SPACE.
B-1 moves the yellow ball one space.
B-2 shows the Set #1 and Set #2 cards. The number card matches; the color does not.
B-1 moves the yellow ball back to the striped square.
B-2 puts the card back under their packs.

* A-1 and B-1 both have green balls. A-2 and B-2 both have yellow balls. If the pupils forget which ball theirs is, have each one take a shapee square in his color, and keep it next to themselves during the play, as a reminder.

**A mistake has been included in this description.

UNIT #64

Pattern:	MOVE	HIS	BALL	ONE	SPACE(S).
		HER		TWO	
				THREE	

Teaching Point:

1. The Presentation and Communication Activity provide practice in distinguishing between "his," and "her."

2. This Unit is similar to Unit #35, and consequently, MOVE HIS BALL TWO SPACES may be one space forward and one space back. Make clear, for example that a command like, MOVE HIS BALL THREE SPACES must be carried out completely even though the pupil may need to move only one space before reaching his goal. In this case, the pupil moves the shapee boy's ball one space forward and two spaces back and consequently does not reach the goal. The pupils should be instructed to move forward and back only within the row of the checkered square (i.e., the extreme right hand row).

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#64

PRESENTATION

Teacher needs: 1) the following shapee objects:
a green boy
a yellow girl
2 red balls

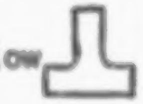
2) Two Direction Boards.

3) The following number cards:
a #1, a #2, a #3

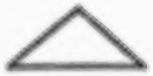
4) The picture of the shapee boy and girl in the Picture Book.

Each group needs: 1) the following shapee pieces:

2 red/1 green/1 yellow

1 green/1 yellow 

1 green

1 yellow 

2) Two Direction Boards.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Hangs the 2 Direction Boards on the blackboard. Has each group take 2 Direction Boards.			
2. Points to the picture of a shapee boy in the Picture Book.	A BOY	A BOY	
3. Points to A-1.	MAKE A GREEN BOY.		He does it.
4. Points to the picture of the girl.	A GIRL	A GIRL	
5. Points to B-1.	MAKE A YELLOW GIRL.		He does it.
6. Points to A-2.	TAKE TWO RED BALLS AND GIVE ONE TO B-2.		He does it.
7. Points to the #1 square of the Board on the left. Points to A-1.	PUT THE BOY HERE.		He does it.
8. Points to the checkered square of the Board on the left. Points to A-2.	PUT YOUR RED BALL HERE.		He does it.
9. Points to the #1 square of the Board on the right. Points to B-1.	PUT THE GIRL HERE.		He does it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Points to the checkered square of the Board on the right. Points to B-2.	PUT YOUR RED BALL HERE.		He does it.
11. Holds the boy against the #1 square and a ball against the checkered square of the Board on the left.	HIS BALL	HIS BALL	
12. Holds the boy and ball against the Board again.	HIS BALL	HIS BALL	
13. Holds the boy and ball against the Board again.		HIS BALL	
14. Holds the girl against the #1 square and a ball against the checkered square of the Board on the right.	HER BALL	HER BALL	
15. Holds the girl and ball against the Board again.	HER BALL	HER BALL	
16. Holds the girl and ball against the Board again.		HER BALL	
17. Holds up the boy and a #3; points to A-1.	Say: MOVE HIS BALL THREE SPACES.	MOVE HIS BALL THREE SPACES.	A-2 does it.
18. Holds up the girl and a #2; points to B-1.	Say: MOVE HER BALL TWO SPACES.	MOVE HER BALL TWO SPACES.	B-2 does it.
19. Holds up the boy and a #2; points to A-2.	Say: MOVE HIS BALL TWO SPACES.	MOVE HIS BALL TWO SPACES.	A-1 does it.
20. Holds up the girl and a #3; points to B-2.	Say: MOVE HER BALL THREE SPACES.	MOVE HER BALL THREE SPACES.	B-1 does it.
21. Holds up the girl and a #1; then points to A-1.		(A-1 says) MOVE HER BALL ONE SPACE.	A-2 does it.
22. Holds up the boy and a #3; then points to B-1.		(B-1 says) MOVE HIS BALL THREE SPACES.	B-2 does it.
23. Holds up the girl and a #1; then points to A-2.		(A-2 says) MOVE HER BALL ONE SPACE.	A-1 does it.

#64

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation.

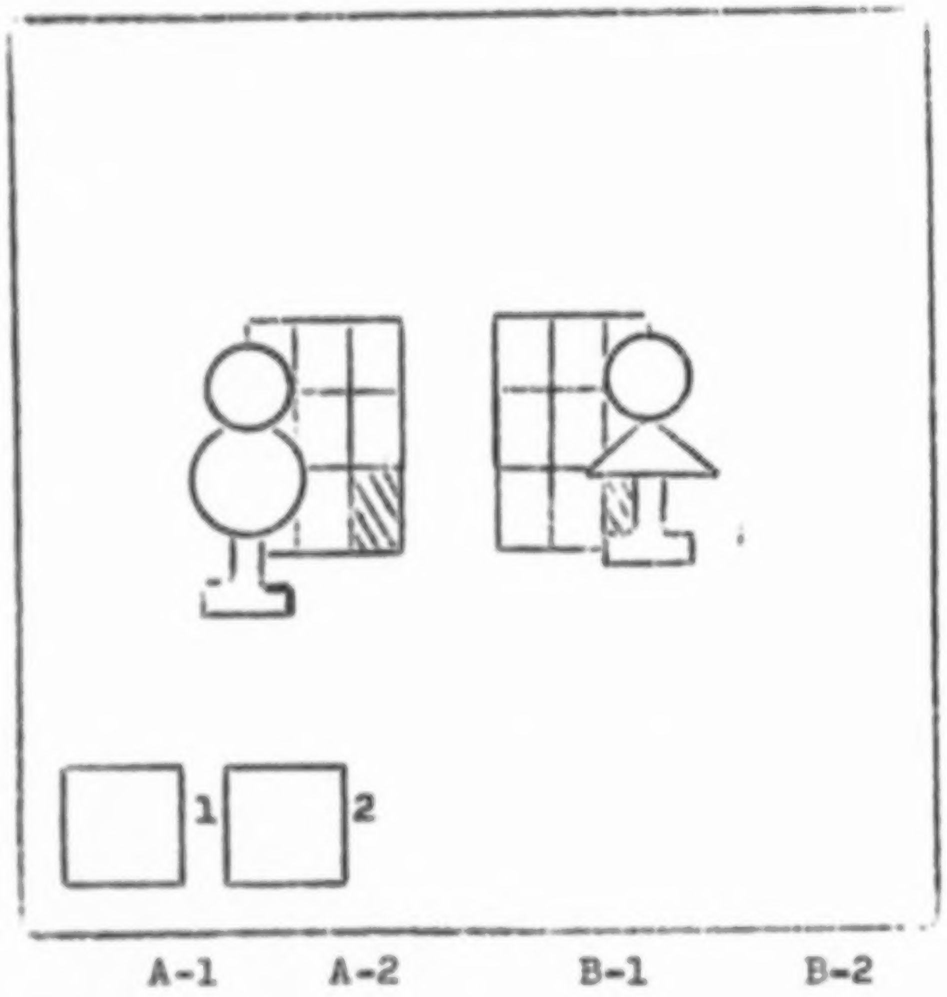
2) Two Direction Boards.

3) The following color cards, mixed and face down on the table (Set #1).
a green card (2)   a yellow card (2)

4) The following number cards, mixed and (have to) face down on the table (Set #2):
a #1 (2)   a #2 (2)   a #3 (1)

Aim: To get the ball across the Direction Board.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (green) and a Set #2 card (a #3).
He says: MOVE HIS BALL THREE SPACES.
A-2 moves the ball on the shapee boy's Direction Board three spaces forward.
A-1 shows the Set #1 and Set #2 cards. They match A-2's move.
A-1 puts the cards back under their packs.

B-1: Takes a Set #1 card (yellow) and a Set #2 card (a #3).
He says: MOVE HER BALL THREE SPACES.
B-2 moves the ball on the shapee girl's Direction Board three spaces forward.
B-1 shows the Set #1 and Set #2 cards. They match B-2's move.
B-1 puts the cards back under their packs.

A-2: Takes a Set #1 card (green) and a Set #2 card (a #2).
He says: MOVE HIS BALL TWO SPACES.
A-1 moves the green ball two spaces forward.
A-2 shows the Set #1 and Set #2 cards. They match A-1's move.
A-2 puts the cards back under their packs.

*B-2: Takes a Set #1 card (green) and a Set #2 card (a #1).
He says: MOVE HER BALL ONE SPACE.
B-1 moves the ball one space forward.
B-2 shows the cards. The Set #2 card matches but the Set #1 card does not match.
B-1 moves the ball back to the starting position.
B-2 puts the cards back under the packs.

*A mistake has been included in this description.

UNIT #65

Pattern;	(I)				(.)				
		NEED	THE	RED	CAT	YES,	I	DO.	
	(DO YOU)			BLUE	COAT(?)	NO,	I	DO	NOT.
				YELLOW	HAT				
					BIRD				
					DOG				

Teaching Points:

1. The Presentation introduces the question and answer forms.

2. Do not permit the pupils to use rising intonation in the questions. Rising intonation may occur in questions like these, but when it does not, and when the intonation is the same as in the statement, it is still a question. Therefore, the question signal which the pupil must learn to respond to is the use of ,"DO...?"

3. Save the cards and objects for use in the following Units (#66, #67, #69 and #70).

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#65

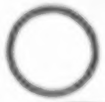
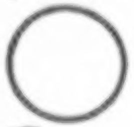
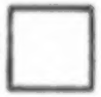
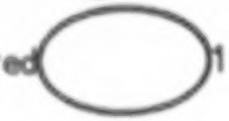
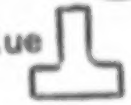
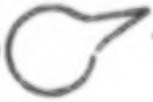
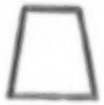
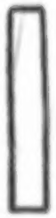
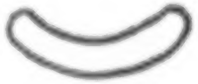
PRESENTATION

Teacher needs: The following shapee objects:

a yellow cat
a red hat
a blue hat
a red coat

a yellow bird
a blue bird
a yellow dog
a red dog

Each group needs: The following shapee pieces:

2 yellow/1 red 
1 yellow/1 blue 
1 blue/1 red 
2 yellow/1 red 
1 yellow/1 blue 
1 yellow/1 blue 
1 red 
2 yellow/1 red 
1 yellow/2 blue/2 red 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	MAKE A RED HAT AND A BLUE ONE.		He does it.
2. Points to B-1.	MAKE A YELLOW BIRD AND A BLUE ONE.		He does it.
3. Points to A-2.	MAKE A YELLOW DOG AND A RED ONE.		He does it.
4. Points to B-2.	MAKE A YELLOW CAT.		He does it.
5. Points to A-1.	TAKE A RED COAT.		He does it.
6. Points to A-2.	SAY: DO YOU NEED THE RED COAT?	DO YOU NEED THE RED COAT:	
7. Points to A-1; nods.	SAY: YES I DO.	YES I DO.	
8. Acts out giving A-1 a red coat.			A-2 gives A-1 a red boat.
9. Points to B-1.	SAY: DO YOU NEED THE RED HAT?	DO YOU NEED THE RED HAT?	
10. Points to B-2; nods.	SAY: YES I DO.	YES I DO.	B-1 gives B-2 a red hat.

TEACHER		CLASS	#65
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11. Points to A-1.	SAY: DO YOU NEED THE BLUE BIRD?	DO YOU NEED THE BLUE BIRD?	
12. Points to A-2; nods.	SAY: YES, I DO.	YES, I DO.	A-1 gives A-2 a blue bird.
13. Points to B-1.	SAY: DO YOU NEED THE YELLOW BIRD.	DO YOU NEED THE YELLOW BIRD?	
14. Points to B-2; nods.		YES, I DO.	B-1 gives B-2 a yellow bird.
15. Points to A-2.	SAY: DO YOU NEED THE RED COAT?	DO YOU NEED THE RED COAT?	
16. Points to A-1; shakes his head.	SAY: NO, I DO NOT.	NO, I DO NOT.	
17. Points to the A team.	SAY: DO YOU NEED THE RED DOG?	DO YOU NEED THE RED DOG?	They both say it.
18. Points to the B team; shakes his head.	SAY: NO, I DO NOT.	NO, I DO NOT.	They both say it.
19. Points to the B team; holds up a blue bird.	SAY:	DO YOU NEED THE BLUE BIRD?	
20. Points to the A team; nods his head.		YES, I DO.	
21. Points to the A team; holds up a yellow bird.	SAY:	DO YOU NEED THE YELLOW BIRD?	
22. Points to the B team; shakes his head.		NO, I DO NOT.	
23. Points to the B team; holds up a yellow cat.	SAY:	DO YOU NEED THE YELLOW CAT?	
24. Points to the A team; shakes his head.		NO, I DO NOT.	They both say it.

#65

COMMUNICATION ACTIVITY

Materials needed: 1) The objects made in the Presentation.

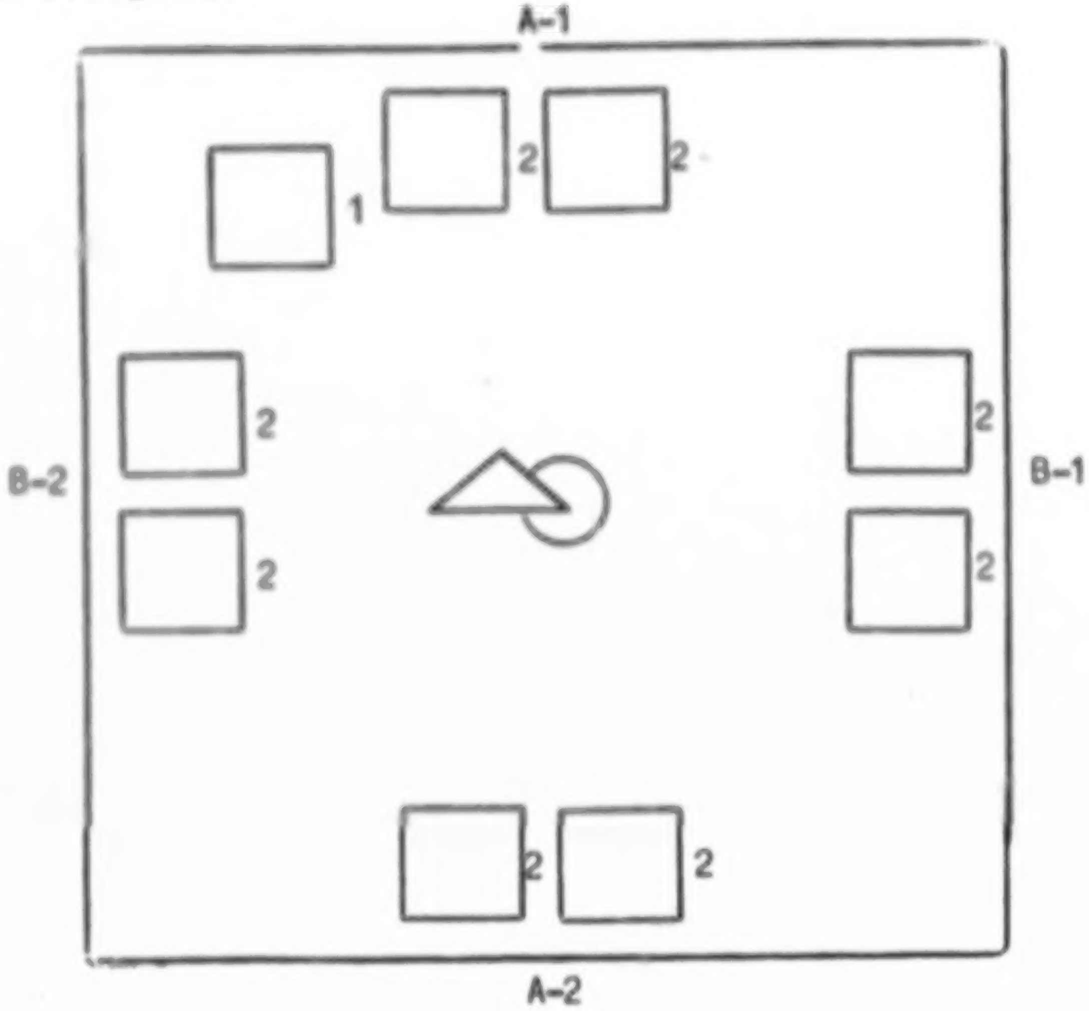
2) The following picture cards (Set #1) mixed and face down on the table:

a yellow cat
a red hat
a blue hat
a red coat
a yellow bird
a blue bird
a yellow dog
a red dog

3) Set #2 picture cards, identical to Set #1, given to the players, face down, two to each player.

Aim: For a team to cover its Set #2 cards with objects.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (a yellow bird).
He looks at each of his Set #2 cards (without showing them).
He has a matching card.
He says: I NEED A YELLOW BIRD.
A-2 gives him the object.
A-1 shows the Set #1 and Set #2 cards. They match the object.
A-1 puts the object on his Set #2 card and discards the Set #1 card.

B-1: Takes a Set #1 card (a blue hat).
He looks at each of his Set #2 cards.
He does not have a matching card.
He says to B-2: DO YOU NEED A BLUE HAT?
B-2 looks at each of his Set #2 cards (without showing them).
He has a matching card.
He says: YES I DO.
B-1 gives him the object.*
B-1 shows the Set #1 card, and B-2 shows his Set #2 card. They match the object.
B-2 puts the object on his Set #2 card, and B-1 discards the Set #1 card.

A-2: Takes a Set #1 card (a red dog).
He looks at each of his Set #2 cards.
He does not have a matching card.
He says to A-1: DO YOU NEED A RED DOG?
A-1 looks at each of his Set #2 cards.
He does not have a matching card.
He says: NO, I DO NOT.
A-2 returns the Set #1 card to the pack.

**B-2: Takes a Set #1 card (a yellow dog).
He looks at each of his Set #2 cards.
He does not have a matching card.
He says to B-1: DO YOU NEED A YELLOW DOG?
B-1 gives him the object.
B-2 shows the Set #1 card, but he does not have a matching Set #2 card.
He returns the Set #1 card to the pack, and the object to the table.

*Please notice that a play requiring a question and answer has three steps. In this case, B-1 asks a question, B-2 answers, then B-1 performs an action.

**A mistake has been included in this description.

UNIT #66

Pattern:	(I)	NEED(S)	THE	RED	CAT(?)	I	DO.
	(WHO)			BLUE	COAT		
				YELLOW	HAT		
					BIRD		
					DOG		

Teaching Points:

1. The Presentation introduces "who," in the question form.
2. Note that when, in the Activity, a pupil asks WHO NEEDS..., his partner does not necessarily answer this question. The person who actually needs the object answers the question by saying I DO.

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#66

PRESENTATION

Teacher needs: The following shapee objects:

a yellow cat
a red hat
a yellow dog
a blue hat
a red coat
a red dog
a yellow bird
a blue bird

Each group needs:
1) The shapee objects from the previous Unit.
2) Set #2 cards from the previous Unit.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Goes to the demonstration table; takes its pack of cards; holds up a card of a yellow car and one of a red hat; points to A-1.	TAKE THESE CARDS.		He does it and places them in front of himself, face up.
2. Holds up a card of a blue hat and one of a red coat, points to B-1.	TAKE THESE CARDS.		He does it as above.
3. Holds up a card of a yellow bird and one of a red dog, points to A-2.	TAKE THESE CARDS.		He does it as above.
4. Holds up a card of a blue bird and one of a yellow dog, points to B-2.	TAKE THESE CARDS		He does it as above.
5. Holds up a yellow cat.	WHO NEEDS THE YELLOW CAT?	WHO NEEDS THE YELLOW CAT?	
6. Stands by A-1; holds up his card of a yellow cat.	SAY: I DO.	(A-1 says) I DO.	
7. Points to A-2; acts out giving A-1 the object.			A-2 gives A-1 the object; he matches it to the card.
8. Holds up the yellow bird.	WHO NEEDS THE YELLOW BIRD?	WHO NEEDS THE YELLOW BIRD?	
9. Points to A-2.	SAY: I DO.		A-1 gives A-2 the object; he matches it the the card.
10. Holds up the blue hat.	WHO NEEDS THE BLUE HAT?	WHO NEEDS THE BLUE HAT?	

#66

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to B-1.	SAY: I DO.	I DO.	B-2 gives B-1 the object; he matches it to the card.
12.	Holds up the blue bird.	WHO NEEDS THE BLUE BIRD?	WHO NEEDS THE BLUE BIRD?	
13.	Points to B-2.		I DO	B-1 gives B-2 the object.
14.	Points to A-1; holds up the yellow dog.	B-1, SAY:	(B-1 says) WHO NEEDS THE YELLOW DOG? (B-2 says) I DO.	B-1 gives B-2 the object.
15.	Points to B-1; holds up the red dog.	A-1, SAY:	(A-1 says) WHO NEEDS THE RED DOG? (A-2 says) I DO.	A-1 gives A-2 the object.
16.	Points to A-2; holds up the red hat.		(A-2 says) WHO NEEDS THE RED HAT? (A-1 says) I DO.	A-2 gives A-1 the object.
17.	Points to B-2; holds up the red coat.		(B-2 says) WHO NEEDS THE RED COAT? (B-1 says) I DO.	B-2 gives B-1 the object.
18.	Points to A-1; holds up the yellow cat.	SAY: I NEED THE YELLOW CAT.	I NEED THE YELLOW CAT.	A-2 gives A-1 the object.
19.	Points to B-1; holds up the blue hat.	SAY: I NEED THE BLUE HAT.	I NEED THE BLUE HAT.	B-2 gives B-1 the object.
20.	Points to A-2; holds up the yellow cat.	SAY: WHO NEEDS THE YELLOW CAT?	(A-2 says) WHO NEEDS THE YELLOW CAT? (A-1 says) I DO.	A-2 gives A-1 the object.
21.	Points to B-2; holds up the yellow bird.	SAY:	(B-2 says) WHO NEEDS THE YELLOW BIRD? (B-1 says) I DO.	A-1 gives A-2 the object.

//

#66

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the previous Presentation.

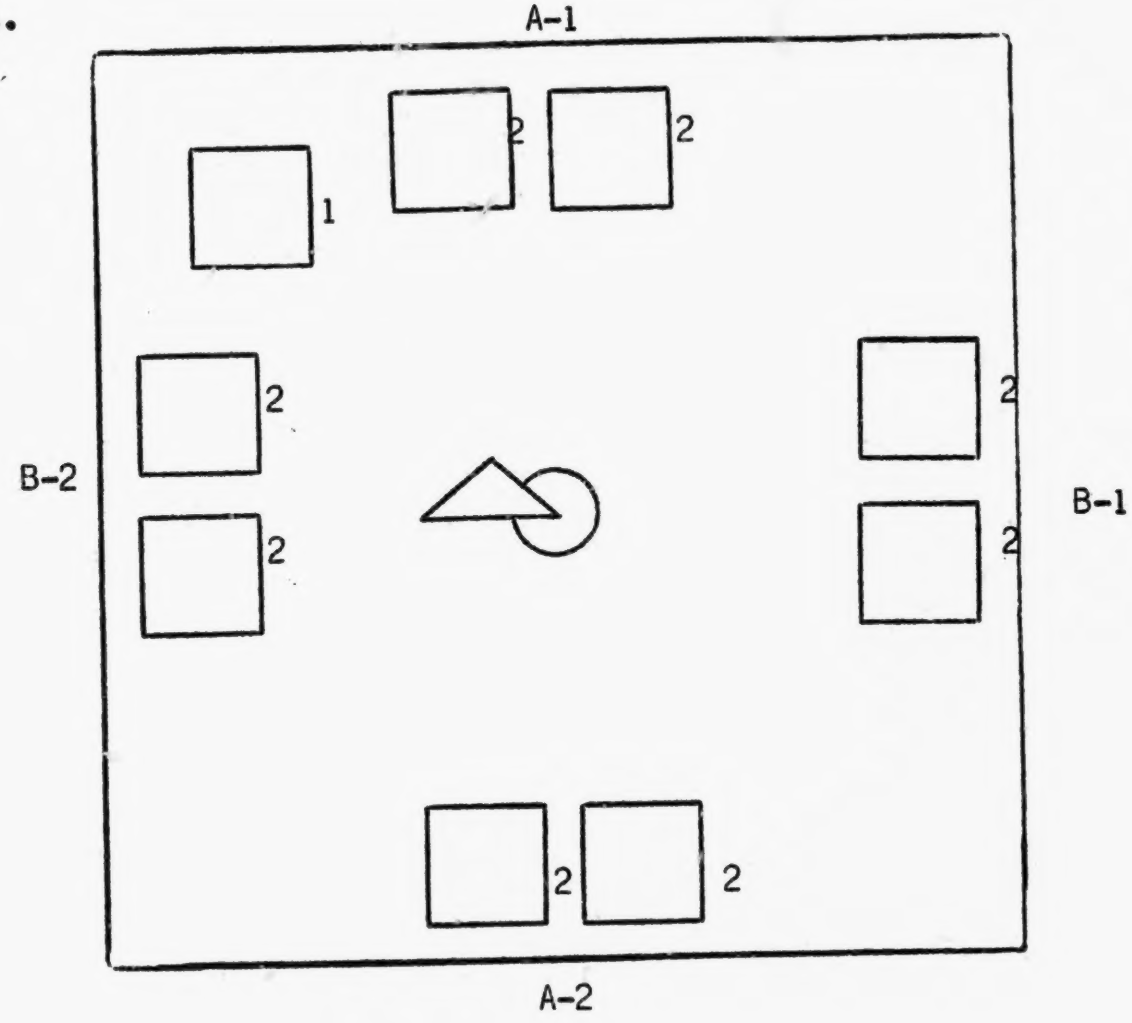
2) The following picture cards (Set #1, the same as in the previous Unit) mixed and face down on the table.

a yellow cat
a red hat
a blue hat
a red coat
a yellow bird
a blue bird
a yellow dog
a red dog

3) Set #2 picture cards (the same as the previous Unit), identical to Set #1, given to the players, face down, two to each player.

Aim: For a team to cover its Set #2 cards with objects.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (a yellow bird.)
He looks at each one of his Set #2 cards (without showing them).
He has a matching card.
He says: I NEED A YELLOW BIRD.
A-2 gives him the object.
A-1 shows the Set #1 and the Set #2 cards. They match the object.
He puts the object on his Set #2 card and discards the Set #1 card.

B-1: Takes a Set #1 card (a blue hat).
He looks at each of his Set #2 cards.
He does not have a matching card.
He says: WHO NEEDS A BLUE HAT?
The other players look at their Set #2 cards (without showing them).
A-2 has a matching card.
He says: I DO.
B-1 gives A-2 the object.
A-2 shows his Set #2 card. I matches the object and the Set #1 card.
A-2 puts the object on his Set #2 card. The Set #1 card is discarded.

*A-2: Takes a Set #1 card (a yellow dog).
He looks at each of his Set #2 cards.
He does not have a matching card.
He says: WHO NEEDS A YELLOW DOG?
The other players look at their Set #2 cards.
B-2 has a matching card, but he does not say anything.
A-2 returns the card to the pack, and takes another one (a red coat).
He looks at each of his Set #2 cards.
He has a matching card.
He says: I NEED A RED COAT.
A-1 gives him the object.
A-2 shows the Set #1 and the Set #2 cards. They match the object.
He puts the object on his Set #2 card and discards the Set #1 card.

*A mistake has been included in this description. Since the object of the game is to cover one's Set #2 cards, B-2 loses a play when he does not speak up.

UNIT #67

Pattern:	WHO	NEEDS	THE	RED	CAT?	HE	DO(ES).
				BLUE	COAT	SHE	
				YELLOW	HAT	THEY	
					BIRD		
					DOG		

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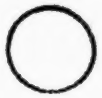
#67

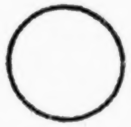
PRESENTATION

Teacher needs: The following shapee objects:

a yellow cat
a red hat
a blue hat
a red coat
a yellow bird
a blue bird
a yellow dog

a red boy
a red girl
a red dog

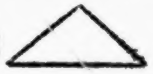
4 red 

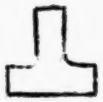
2 red 

Each group needs:

1) The shapee objects from the previous Unit.

2) The following shapee pieces:

2 red 

4 red 

3) 3 papers.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	SHOW ME A YELLOW CAT AND A RED HAT.		He does it, then puts them on the table.
2.	Points to B-1	SHOW ME A RED HAT AND A BLUE ONE.		He does it.
3.	Points to A-2.	SHOW ME A RED COAT AND A YELLOW BIRD.		He does it.
4.	Points to B-2.	SHOW ME A YELLOW DOG AND A RED ONE.		He does it.
5.	Points to A-1 and A-1.	MAKE A RED BOY.		They do it.
6.	Points to B-1 and B-2.	MAKE A RED GIRL.		They do it.
7.	Holds up a yellow cat.	WHO NEEDS THE YELLOW CAT?	WHO NEEDS THE YELLOW CAT?	
8.	Holds up the girl.	SHE DOES.	SHE DOES.	
9.	Acts out giving the yellow cat to the girl.			
10.	Holds up a red hat.	WHO NEED THE RED HAT?	WHO NEEDS THE RED HAT?	
11.	Holds up the boy.	HE DOES.	HE DOES.	
12.	Acts out giving the red hat to the boy.			

#67

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
13.	Holds up a red coat.		WHO NEEDS THE RED COAT?	
14.	Holds up the girl.	SHE DOES.	SHE DOES.	
15.	Holds up the boy.		HE DOES.	
16.	Holds up a yellow bird.		WHO NEEDS THE YELLOW BIRD?	
17.	Holds up the boy.		HE DOES.	
18.	Holds up a blue bird.		WHO NEEDS THE BLUE BIRD?	
19.	Holds up the boy and birl.	THEY DO.	THEY DO.	
20.	Acts out giving the blue bird to the boy and girl.			
21.	Holds up a red dog.		WHO NEEDS THE RED DOG?	
22.	Holds up the boy and girl.	THEY DO.	THEY DO.	
23.	Holds up a yellow dog.		WHO NEEDS THE YELLOW DOG?	
24.	Holds up the boy and girl.		THEY DO.	
25.	Holds up the boy.		HE DOES.	
26.	Holds up the girl.		SHE DOES.	
27.	Goes to the demonstration group. Holds up one of its pieces of paper. Puts a shapee girl on it, and lays the paper on the table. Holds up the second piece of paper. Puts a shapee girl and a shapee boy on it, and lays the paper on the table. Holds up the third piece of paper. Puts a shapee boy on it and lays the paper on the table. (See the activity diagram).			The other groups imitate.

#67

COMMUNICATION ACTIVITY

Materials needed:

1) The shapee objects used in the previous Unit.

2) The shapee objects made in the Presentation.

3) The following picture cards (Set #1 from the previous Unit), mixed and face down on the table.

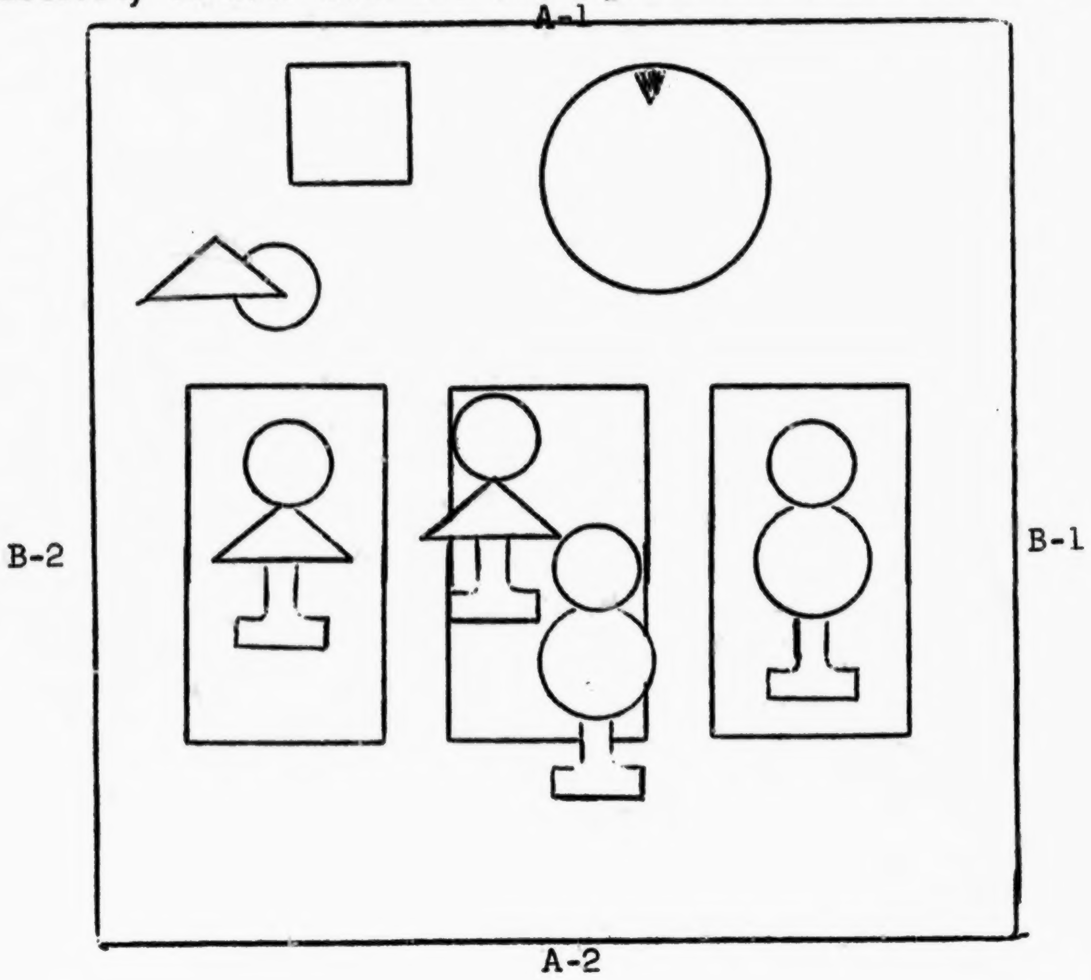
   a yellow cat
   a red hat
   a blue hat
   a red coat
   a yellow bird
   a blue bird
   a yellow dog
   a red dog

4) Spinner Cover #10.

5) Three papers.

Aim: To put all the objects on the papers. The activity is over when all the objects have been distributed. This is not a competitive activity.

Starting Position:



Description of Play:

A-1: Takes a card (a yellow cat).
He says: WHO NEEDS THE YELLOW CAT?
A-2 spins the spinner (the boy).
He says: HE DOES.
A-1 puts the object on the boy's paper.
The card, the spinner and A-1's action match.
The card is discarded.

*B-1: Takes a card (a red hat).
He says: WHO NEEDS THE RED HAT?
B-2 spins the spinner (the girl).
He says: HE DOES.
B-1 puts the object on the boy's paper.
The spinner does not match B-1's action.
The card is returned to the pack, and the object to the table.

A-2: Takes a card (a blue hat).
He says: WHO NEEDS THE BLUE HAT?
A-1 spins the spinner (the boy and girl).
He says: THEY DO.
A-2 puts the object on the paper with the boy and girl on it.
The card, the spinner and A-2's action match.
The card is discarded.

B-2: Takes a card (a yellow bird).
He says: WHO NEEDS THE YELLOW BIRD.
B-1 spins the spinner (the girl).
He says: SHE DOES.
B-2 puts the object on the girl's paper.
The card, the spinner and B-2's action match.
The card is discarded.

*A mistake has been included in this description.

UNIT # 68

Pattern:	THE	GREEN	CAT	NEEDS	A	TAIL.
		RED	DOG			HEAD
			BIRD			LEG

Teaching Point:

The Presentation introduces the words "tail," "head," and "leg."

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#68

PRESENTATION

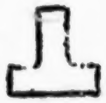
Teacher needs: The following shapee objects:

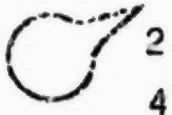
a red dog
a green dog
a red cat
a green cat
a red bird
a green bird

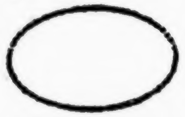
Each group needs: 1) The following shapee pieces:

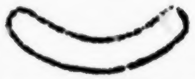
4 green/4 red

2 green/2 red

2 green/2 red 

2 green/2 red 

4 green/4 red 

2 green/2 red 

4 green/4 red

2) A box.

TEACHER		CLASS
DOES THIS	SAYS THIS	SAYS THIS
1. Holds up a red dog; points to one of its legs.	A LEG	A LEG
2. Pulls off the leg, points to the dog.	THE RED DOG NEEDS A LEG.	THE RED DOG NEEDS A LEG.
3. Puts the leg on and points to it.	A LEG	A LEG
4. Holds up a red dog; points to one of its legs.		
5. Points to its head.	A HEAD	A HEAD
6. Pulls off the head; points to the dog.	THE RED DOG NEEDS A HEAD.	THE RED DOG NEEDS A HEAD.
7. Puts on the head; points to it.	A HEAD	A HEAD
8. Holds up a green bird; points to its head.	A HEAD	A HEAD
9. Pulls off the heed; points to the bird.	THE GREEN BIRD NEEDS A HEAD.	THE GREEN BIRD NEEDS A HEAD.
10. Puts on the head; points to it.		A HEAD
11. Holds up a red cat; points to its head.		A HEAD
12. Points to the tail.	A TAIL	A TAIL
13. Pulls off the tail; points to the cat.		THE RED CAT NEEDS A TAIL.
14. Puts on the tail; points to it.	A TAIL	A TAIL

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
15.	Points to A-1 and A-2.	MAKE A GREEN DOG.		They do it.
16.		A-1 AND B-1 TAKE OFF THE HEAD.	A-1 AND B-1 TAKE OFF THE HEAD.	Each takes his dog's head off.
17.	Points to B-1 and B-2.	MAKE A RED DOG.		They do it.
18.		A-2 AND B-2, TAKE OFF A LEG.	A-2 AND B-2 TAKE OFF A LEG.	Each takes his dog's leg off.
19.	Goes to the demonstration group; points to their box.	HIDE YOUR DOGS.		They do it, leaving the "heads" and "legs" on the table.
20.	Points to B-1 and B-2.	MAKE A RED CAT.		They do it.
21.	Points to A-1 and A-2.	MAKE A GREEN CAT.		They do it.
22.		A-1 AND B-1, TAKE OFF THE TAIL.	A-1 AND B-1, TAKE OFF THE TAIL.	Each takes his cat's head off.
23.		A-2 AND B-2, TAKE OFF THE HEAD.	A-2 AND B-2, TAKE OFF THE HEAD.	They do it.
24.	Points to the box.	HIDE YOUR CATS.		They do it.
25.	Points to A-1 and A-2.	MAKE A RED BIRD.		They do it.
26.	Points to B-1 and B-2.	MAKE A GREEN BIRD.		They do it.
27.		TAKE OFF THE HEADS.		They do it.
28.		HIDE YOUR BIRDS.		They do it.

#68

COMMUNICATION ACTIVITY

Materials needed: 1) A box.

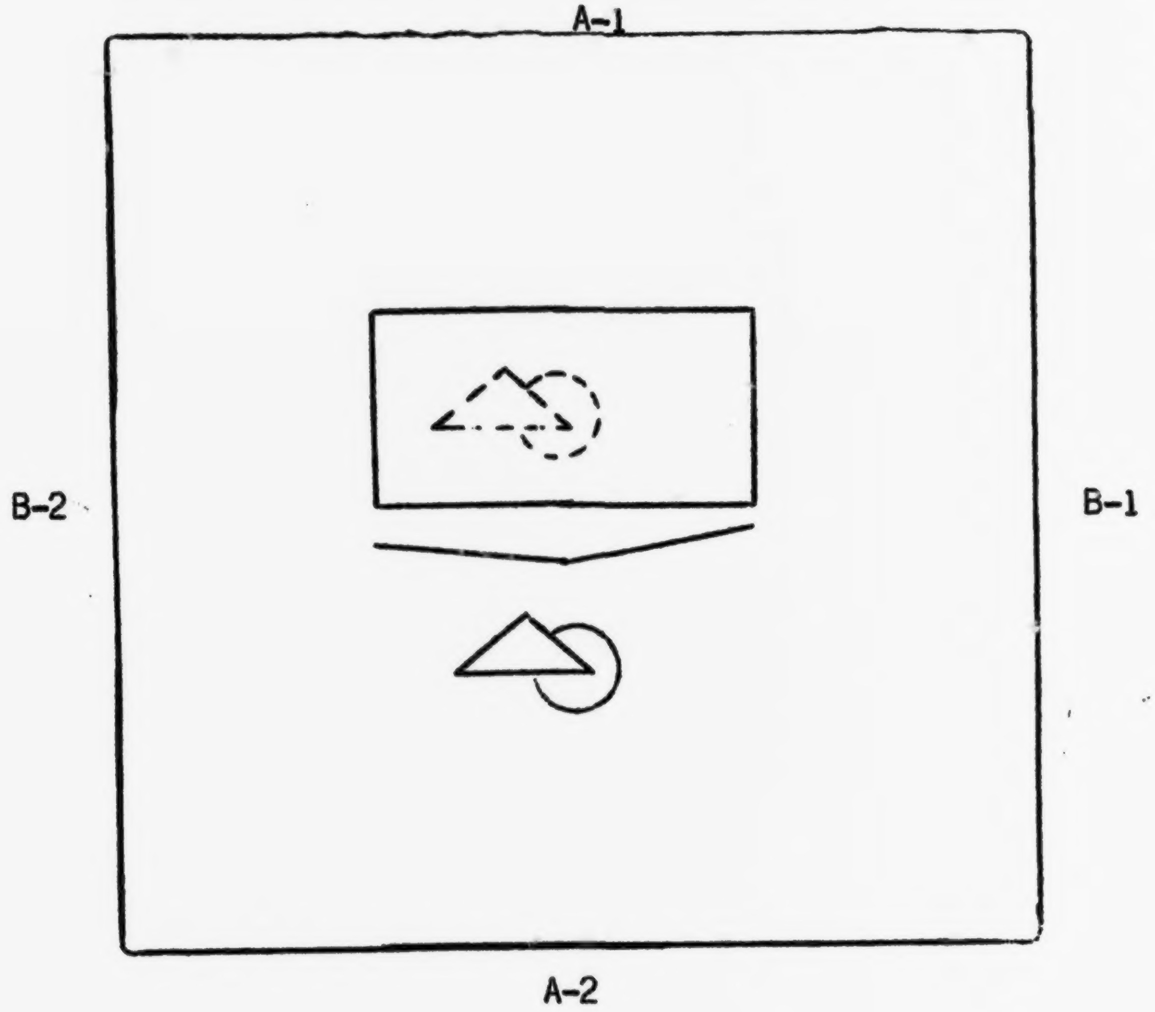
2) The shapee objects made and distributed in the Presentation, as follows:

   a) Objects with missing parts are hidden in the box.
   b) The missing parts (legs, tails, heads) are placed on the table.

3) A shield.

Aim: For a team to complete (and keep) as many objects as possible in three rounds of the activity.

Starting Position:



Description of Play:

A-1: Takes an object from the box (a green dog without a leg).*
He says: THE GREEN DOG NEEDS A LEG.
A-2 gives him a green leg.
A-1 puts the leg of the dog. The object is complete.
A-1 keeps the object for the team.

**B-1: Takes an object from the box (a red dog without a head).
He says: THE RED DOG NEEDS A HEAD.
B-2 gives him a red leg.
B-1 cannot complete the object.
The object is returned to the bag, the red leg is returned to the table.

A-2: Takes an object from the box (a red cat without a head).
He says: THE RED CAT NEEDS A HEAD.
A-1 gives him a red head.
A-2 puts the head on the cat. The object is complete.
A-2 keeps the object for the team.

B-2: Takes an object from the box (a red bird without a head).
He says: THIS RED BIRD NEEDS A HEAD.
B-1 gives him a red bird's head.
B-2 puts the head on the bird. The objects is complete.
B-1 keeps the the object for the team.

*The shield hides A-1's action from A-2. The shield should be moved, during the game, so that team-mates cannot see each other's actions.

**A mistake has been included in this description.

UNIT #69

(WE) (.)

Pattern: NEED THE RED CAT(?) YES, WE DO.

(DO YOU) NO, WE DO NOT.

Teaching Point:

In the Presentation, the plural "you" is used.

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#69

PRESENTATION

Teacher needs: The following shapee objects:

a yellow cat
a red hat
a red coat
a blue hat
a yellow bird
a blue bird
a yellow dog
a red dog

Each group needs:
1) The shapee objects from Unit #65.
2) Set #2 cards from Unit #65.

NOTE: Teacher also needs these shapee objects, made in advance from pieces in the demonstration group's box (the pupils do not make these objects):

a red cat
a blue coat

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to B-1 and A-2.	CHANGE PLACES.		They do it.
2. Goes to the demonstration table; takes its pack of cards; holds up a card of a yellow cat and one of a red hat; points to the A team.	TAKE THESE CARDS.		They do it; keep the cards between each other, face up.
3. Points to the B team; holds up a card of a blue hat and one of a red coat.	TAKE THESE CARDS.		They do it, as above.
4. Points to the A team; holds up a card of a blue bird and one of a yellow dog.	TAKE THESE CARDS.		They do it, as above.
5. Points to the B team; holds up a card of a yellow bird and one of a red dog.	TAKE THESE CARDS.		They do it, as above.
6. Points to A-1; holds up a yellow cat; indicates B-1.	SAY: WE NEED THE YELLOW CAT.	WE NEED THE YELLOW CAT.	B-1 gives the object to the A team.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
7. Points to B-1; holds up a blue hat; indicates A-1.	SAY:	WE NEED THE BLUE HAT.	A-1 gives the object to the B team.
8. Points to A-2; holds up a yellow bird; indicates B-2.	SAY: DO YOU NEED A YELLOW BIRD?	DO YOU NEED A YELLOW BIRD?	
9. Points to B-2.	SAY: YES, WE DO.	YES, WE DO.	A-2 gives the object to the B team.
10. Points to B-2; holds up a red cat, indicates A-2.	SAY: DO YOU NEED A RED CAT?	DO YOU NEED A RED CAT?	
11. Points to A-2.	SAY: NOW, WE DO NOT.	NO, WE DO NOT.	
12. Points to B-2; holds up a blue coat, indicates A-2.	SAY:	DO YOU NEED A BLUE COAT?	
13. Points to A-2.	SAY: NO, WE DO NOT.	NO, WE DO NOT.	
14. Points to A-1; holds up a blue coat, indicates B-1.	SAY:	DO YOU NEED A BLUE COAT? (B-1 says) NO, WE DO NOT.	
15. Points to B-1; holds up a blue hat.	SAY: WE NEED A BLUE HAT.		A-1 gives the object to the B team.
16. Points to A-2; holds up a red coat; indicates B-2.	SAY:	DO YOU NEED A RED COAT? (B-2 says) YES, WE DO.	A-2 gives the object to the B team.
17. Points to B-1; holds up a blue bird; indicates A-2.	SAY:	DO YOU NEED A BLUE BIRD? (A-2 says) YES, WE DO.	B-2 gives the object to the A team.

#69

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in Unit #67.

2) The following picture cards (Set #1) mixed and face down on the table.

(from Unit #67)

a yellow cat
a red hat
a blue hat
a red coat

a yellow bird
a blue bird
a yellow dog
a red dog

(additional)

a red cat
a blue coat

3) The following (Set #2) picture cards (the same as in Unit #67), divided, face up, between team A and team B:

a yellow cat
a red hat
a blue hat

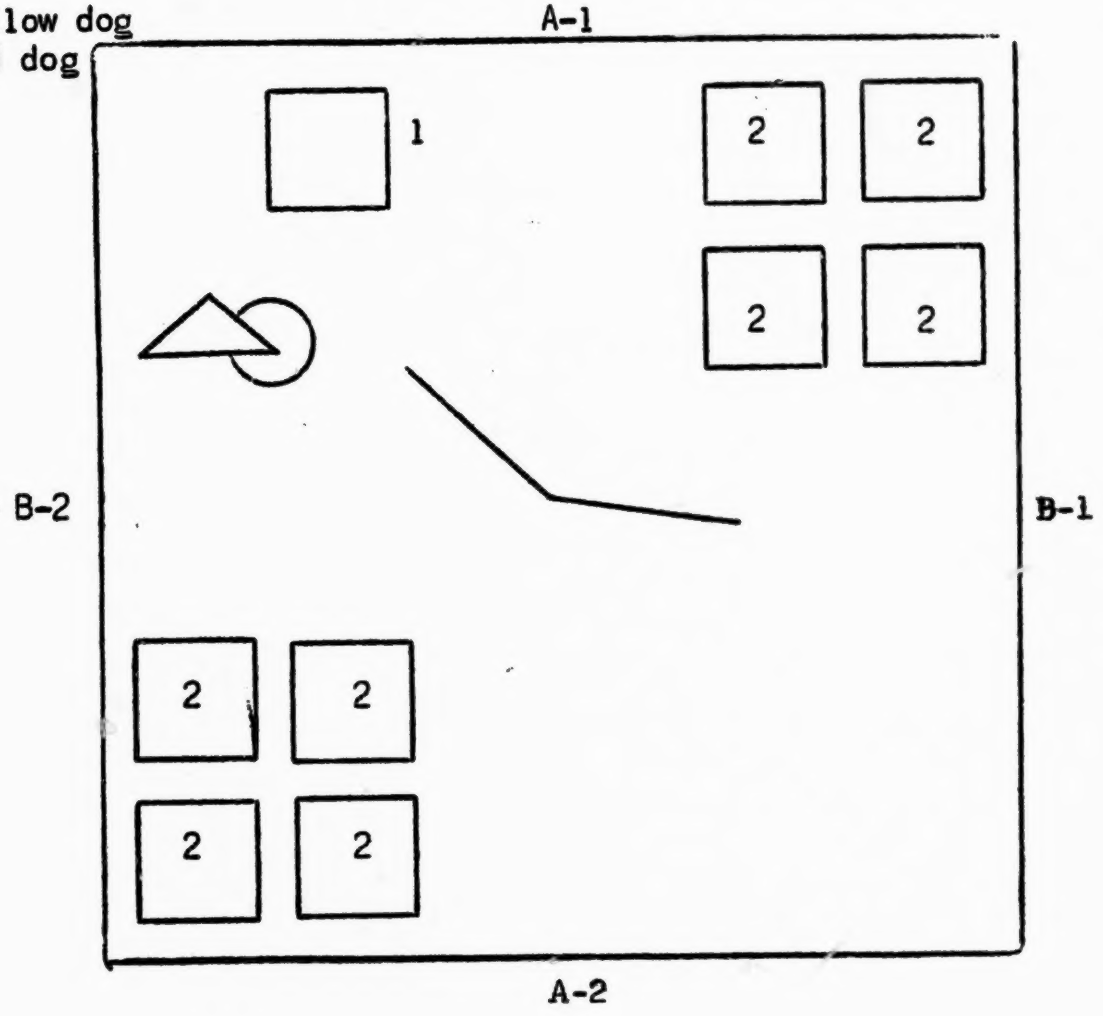
a red coat
a yellow bird
a blue bird

a yellow dog
a red dog

4) A shield.

Aim: To cover Set #2 with objects. The teams do not compete in this activity, but help each other to cover their cards. The play is over when one team's cards are covered.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (a yellow bird).
His team has a matching Set #2 card.
He says: WE NEED A YELLOW BIRD.
B-1 gives him the object.
A-1 shows the Set #1 and Set #2 cards and the object. They match.
He puts the object on his team's matching Set #2 card. The Set #1 card is discarded.

B-1: Takes a Set #1 card (a blue hat).
His team does not have a matching Set #2 card.
He says: DO YOU NEED A BLUE HAT?
The A team has a matching Set #2 card.
A-1 says: YES, WE DO.
B-1 gives him the object.
A-1 shows the Set #1 and Set #2 cards and the object. They match.
He puts the objects on his team's matching Set #2 card. The Set #1 card is discarded.

*A-2: Takes a Set #1 card (a red cat).
His team does not have a matching Set #2 card.
He says: DO YOU NEED A RED CAT?
The B team does not have a matching Set #2 card.
B-2 says: NO, WE DO NOT.
A-2 gives him the object.
The B team does not have a card to match the object.
The object is returned to the table, and the Set #1 card is returned to the pack.

B-2: Takes a Set #1 card (a blue coat).
His team does not have a matching Set #2 card.
He says: DO YOU NEED A BLUE COAT?
The A team does not have a matching Set #2 card.
A-2 says: NO, WE DO NOT.
B-2 puts the card back in the pack and takes another (a red coat).
His team has a matching Set #2 card.
He says: WE NEED A RED COAT.
A-2 gives him the object.
B-2 shows the Set #1 and Set #2 cards and the object. They match.
He puts the object on his team's matching Set #2 card. The Set #1 card is discarded.

*A mistake has been included in this description.

UNIT #70 (Test Unit)

	(I)						
	(B-1)				(.)		
Pattern:		NEED(S)	THE	RED	CAT(?)	HE	DOES.
	(WHO)			BLUE	COAT	SHE	
				YELLOW	HAT		
					BIRD		
					DOG		

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#70

PRESENTATION

Teacher needs: 1) the following shapee objects:

a yellow cat	a yellow bird
a red hat	a blue bird
a blue hat	a yellow dog
a red coat	a red dog

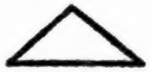
2) The following pages in the Picture Book:

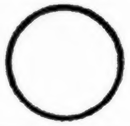
the girl and the shapee girl
the boy and the shapee boy

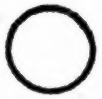
Each group needs: 1) the shapee objects from the previous Unit.

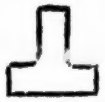
2) Set #2 cards from the previous Unit.

3) The following shapee pieces:

a red 

a red 

2 red 

2 red 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to the pictures of the girl and the shapee girl. Holds up a shapee girl.	A-2, MAKE A GIRL.	A-2, MAKE A GIRL.	He does it.
2. Points to the pictures of the boy and the shapee boy. Holds up a shapee boy.	B-2, MAKE A BOY.	B-2, MAKE A BOY.	He does it.
3. Goes to the demonstration table. Takes its pack of cards. Holds up a a card of a yellow cat and one of a red hat; points to A-1.	TAKE THESE CARDS.		He does it, and places them in front of himself, face up.
4. Holds up a card of a blue hat and one of a red coat; points to B-1.	TAKE THESE CARDS.		He does it.
5. Holds up a card of a yellow bird and one of a red dog; points to A-2.	GIVE THESE CARDS TO THE GIRL.		He puts the cards next to the shapee girl.
6. Holds up a card of a blue bird and one of a yellow dog; points to B-2.	GIVE THESE CARDS TO THE BOY.		He puts the cards next to the shapee boy.
7. Looks at each table to check that each A-2 has placed the correct cards next to the shapee girl, and that each B-2 has placed the correct cards next to the shapee boy, (as shown in the diagram for the activity).			

	TEACHER		CLASS	#70
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
8.	Then places the shield between between A-1, B-1 and A-2, B-2.			
9.	Points to A-1; holds up a yellow cat.	Say: I NEED THE YELLOW CAT.	I NEED THE YELLOW CAT.	A-2 gives A-1 the object.
10.	Points to B-1; holds up a red hat.	Say: A-1 NEEDS THE RED HAT.	A-1 NEEDS THE RED HAT.	B-2 gives A-1 the object.
11.	Points to A-1; holds up a yellow bird.	Say: WHO NEEDS THE YELLOW BIRD?	WHO NEEDS THE YELLOW BIRD?	
12.	Points to A-2; holds up the shapee girl.	Say:	(A-2 says) SHE DOES.	A-1 gives the object to the girl.
13.	Points to B-1; holds up a blue bird.		WHO NEEDS THE BLUE BIRD?	
14.	Points to B-2; holds up the shapee boy.	Say:	(B-2 says) HE DOES.	B-1 gives the object to the boy.
15.	Points to A-2; holds up the red dog.	Say: WHO NEEDS THE RED DOG?	WHO NEEDS THE RED DOG?	
16.	Points to the class; holds up the girl.		SHE DOES.	
17.	Points to B-2; holds up the yellow dog.	Say: WHO NEEDS THE YELLOW DOG?	WHO NEEDS THE YELLOW DOG?	
18.	Points to the class; holds up the boy.		HE DOES.	
19.	Points to A-1; holds up the red dog.		WHO NEEDS THE RED DOG?	
20.	Points to the class; holds up the girl.		SHE DOES.	
21.	Points to B-1; holds up the yellow dog and the boy.		(B-1 says) WHO NEEDS THE YELLOW DOG? (Class says) HE DOES.	
22.	Points to A-2; holds up the yellow bird and the girl.		(A-2 says) WHO NEEDS THE YELLOW BIRD? (Class says) SHE DOES.	
23.	Points to B-2; holds up the blue bird and the boy.		(B-2 says) WHO NEEDS THE BLUE BIRD? (Class says) HE DOES.	

#70

COMMUNICATION ACTIVITY

Materials needed: 1) The objects used in the previous Unit.

2) The following picture cards (Set #1, the same as in the previous Unit) mixed and face down on the table:

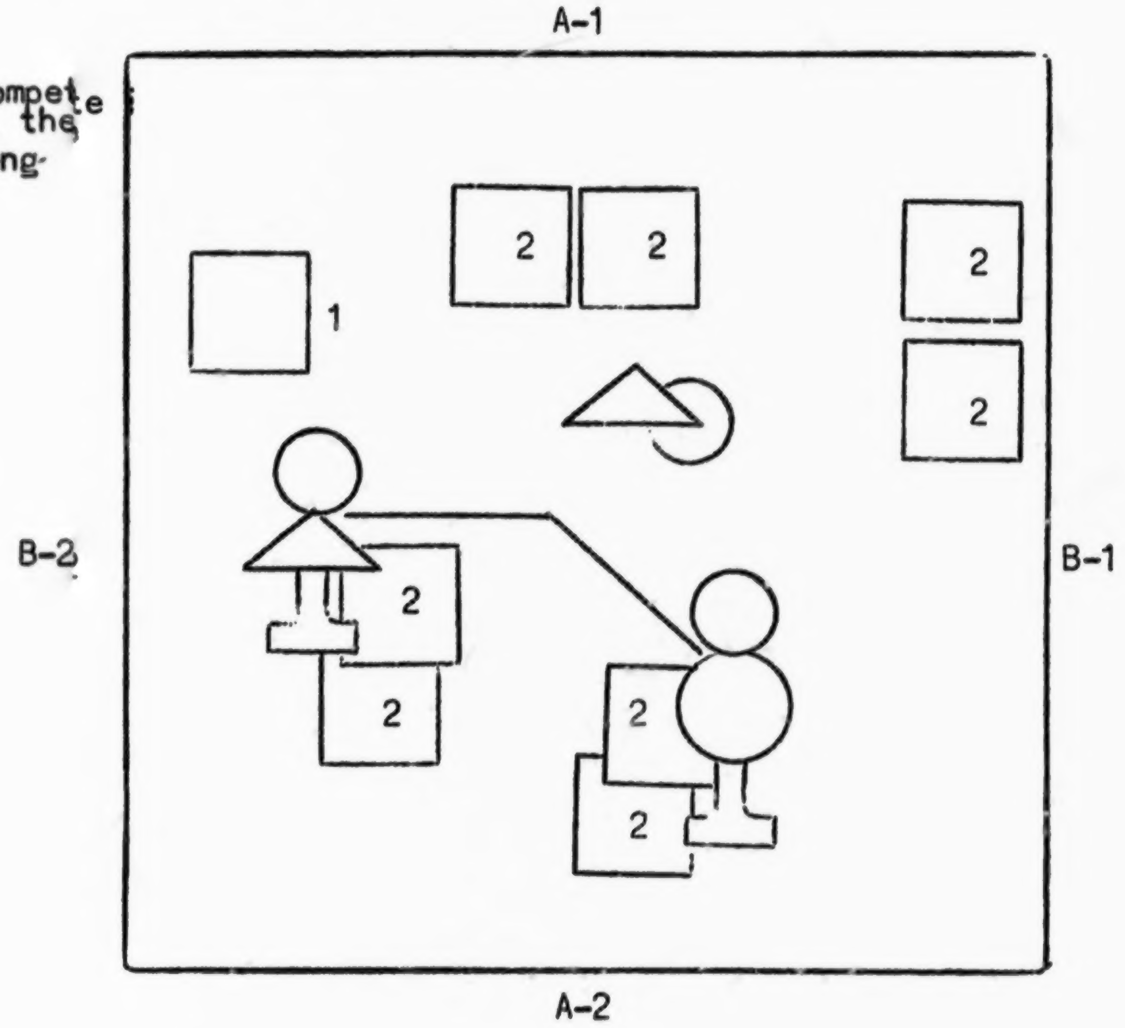
a yellow cat
a red hat
a blue hat
a red coat
a yellow bird
a blue bird
a yellow dog
a red dog

3) Set #2 picture cards (the same as in the previous Presentation), identical to Set #1, given to A-1, B-1, the shapee girl, and the shapee boy, two to each, face up.

4) A shield.

Aim: To cover Set #2 cards with objects. The pupils do not compete in this activity. When all the Set #2 cards are covered, the play is over. It is then replayed, with A-2 and B-2 taking the places of A-1 and B-1.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (a yellow bird).
He looks at his and B-1's Set #2 cards.
B-1 has a matching card.
A-1 says: B-1 NEEDS THE YELLOW BIRD.
A-2 gives B-1 the object.
The Set #1 card, the Set #2 card, and the object match.
B-1 puts the object on his Set #2 card. The Set #1 card is discarded.

B-1: Takes a Set #1 card (a blue bird).
He looks at his and A-1's Set #2 cards.
Neither has a matching card.
B-1 says: WHO NEEDS A BLUE BIRD?
B-2 looks at the cards of the shapee girl and the shapee boy.
The shapee girl has a matching card.
B-2 says: SHE DOES.
B-1 puts the object next to the shapee girl.
The Set #1 card, the object, and the girl's Set #2 card match.
B-2 puts the object on the girl's Set #2 card. The Set #1 card is discarded.

*A-1: Takes a Set #1 card (a blue hat).
He looks at his and B-1's Set #2 cards.
Neither has a matching card.
A-1 says: WHO NEEDS A BLUE HAT?
A-2 looks at the cards of the shapee girl and the shapee boy.
The shapee boy has a matching card.
A-2 says: HE DOES.
A-1 puts the object next to the shapee girl.
The Set #1 card and the object do not match the girl's Set #2 card.
The Set #1 card is returned to the pack, and the object to the table.

*B-1: Takes a Set #1 card (a red coat).
He looks at his and A-1's Set #2 cards.
Neither has a matching card.
B-1 says: WHO NEEDS A RED COAT?
B-2 looks at the cards of the shapee girl and the shapee boy.
The shapee girl has a matching card.
B-2 says: HE DOES.
B-1 puts the object next to the shapee boy.
The Set #1 card and the object do not match either of the boy's Set #2 cards.
The Set #1 card is returned to the pack, and the object to the table.

*A mistake has been included in this description.

UNIT #71

Pattern:	PUT	THE	BALL	ON	OUR	PAPER.
			FISH		THEIR	
			STICK			
			BOAT			
			HOUSE			
			TREE			
			FLAG			
			COAT			

Teaching Point:

The Presentation introduces the words "our" and "their."

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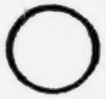
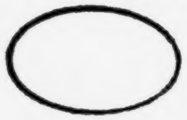
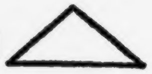
#71

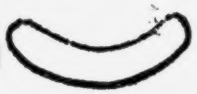
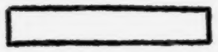
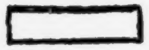
PRESENTATION

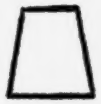
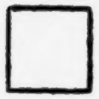
Teacher needs: 1) The following shapee objects:

a red ball	a red coat
a red fish	a red house
a red stick	a red three
a red boat	a red flag
a green square	a yellow square

Each group needs: 1) The following shapee pieces:

1 red 
2 red 
2 red 

2 red 
2 red 
1 red 

1 red 
2 red/green/yellow 

2) Two papers.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	MAKE A RED FISH AND A RED HOUSE.		He does it.
2.	Points to B-1.	TAKE A RED STICK AND A RED BALL.		He does it.
3.	Points to A-2.	MAKE A RED FLAG AND A RED TREE.		He does it.
4.	Points to B-2.	MAKE A RED BOAT AND TAKE A RED COAT.		He does it.
5.	Points to A-1 and A-2; holds up a green square.	TAKE A GREEN SQUARE. PUT IT IN FRONT OF YOU.		They do it.
6.	Points to B-1 and B-2; holds up a yellow square.	TAKE A YELLOW SQUARE. PUT IT IN FRONT OF YOU.		They do it.
7.	Points to A-1.	TAKE A PAPER. PUT IT IN FRONT OF YOU AND A-2.		He does it.
8.	Points to B-1.	TAKE A PAPER. PUT IT IN FRONT OF YOU AND B-2.		He does it.
9.	Points to A-1 and A-2.	HOLD UP YOUR PAPER.		They do it.
10.	Points to A-1 and A-2.	SAY: OUR PAPER.	OUR PAPER	The point to their paper.
11.	Points to A-1 and A-2.	SAY: OUR PAPER.	OUR PAPER	

TEACHER		CLASS	#71
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12. Points to A-1 and A-2.			
13. Points to B-1 and B-2; points at the A team's paper.	SAY: THEIR PAPER.	THEIR PAPER	They point to the A team's paper.
14. Points to B-1 and B-2.	SAY: THEIR PAPER.	THEIR PAPER	
15. Points to B-1 and B-2.			
16. Boints to B-1 and B-2.	HOLD UP YOUR PAPER.		They do it.
17. Points to B-1 and B-2.	SAY: OUR PAPER.	OUR PAPER.	They point to their paper.
18. Points to B-1 and B-2.	SAY: OUR PAPER.	OUR PAPER.	
19. Points to B-1 and B-2.			
20. Points to A-1 and A-2; points at the B team's paper.	SAY: THEIR PAPER.	THEIR PAPER	They point to the B team's paper.
21. Points to A-1 and A-2.	SAY: THEIR PAPER.	THEIR PAPER.	
22. Points to A-1 and A-2.		THEIR PAPER.	
23. Points to B-1; holds up a fish.	SAY: PUT THE FISH ON OUR PAPER.	PUT THE FISH ON OUR PAPER.	B-2 does it.
24. Points to A-2; holds up a stick.	SAY: PUT THE STICK ON OUR PAPER.	PUT THE STICK ON OUR PAPER.	A-1 does it.
25. Points to B-2; holds up a boat.	SAY: PUT THE BOAT ON THEIR PAPER.	PUT THE BOAT ON THEIR PAPER.	B-1 does it.
26. Points to A-1; holds up a flag.	SAY: PUT THE FLAG ON THEIR PAPER.	PUT THE FLAG ON THEIR PAPER.	A-2 does it.

#71

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation.

2) The following picutre cards mixed and face down on the table (Set #1).

a red ball   a red stick   a red coat   a red tree
a red fish   a red boat   a red house   a red flag

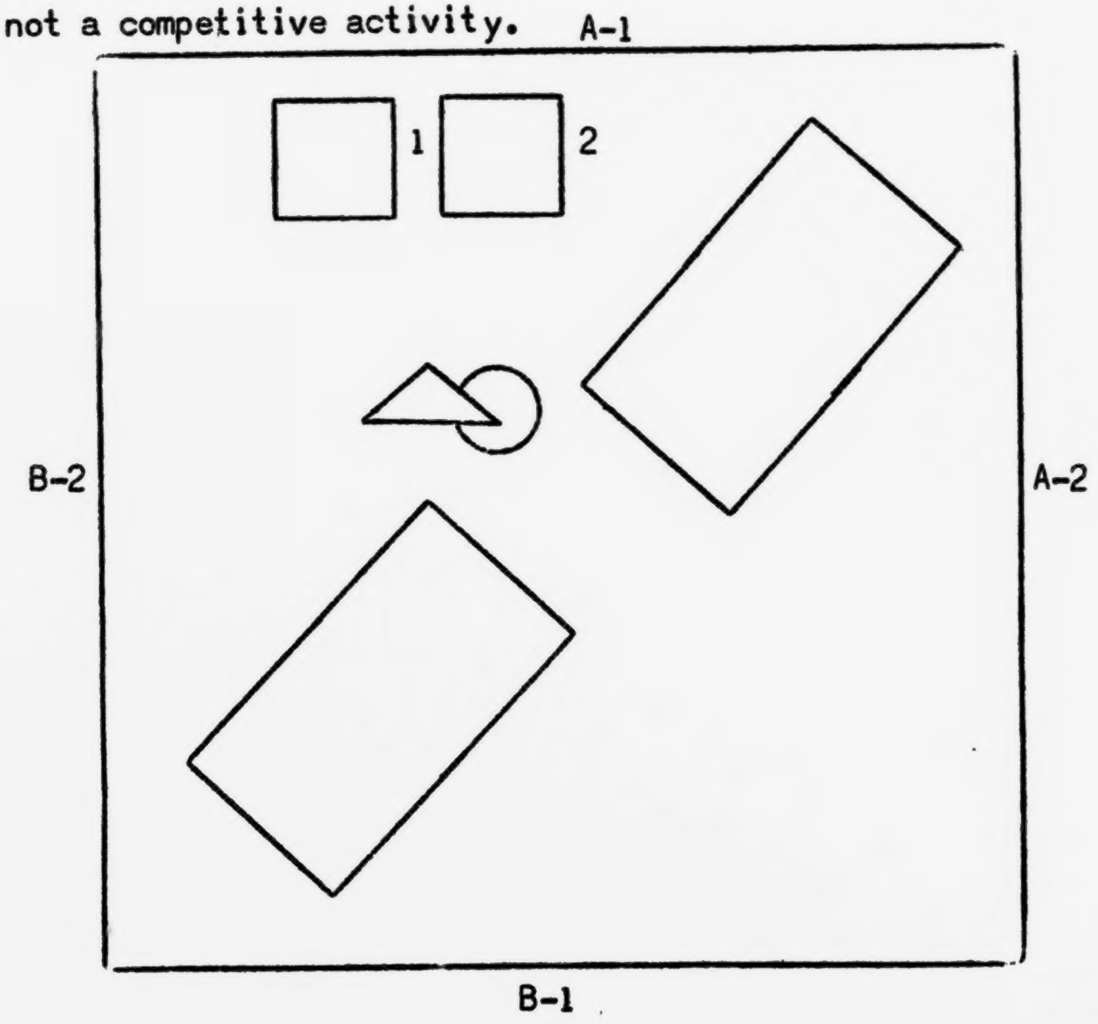
3) The following color cards mixed and face down on the table (Set #2).

a green card (2)   a yellow card (2)

4) Two papers.

Aim: To get all of the shapee objects on the papers. This is not a competitive activity.

Starting Position:



Description of Play:

A-1: Takes a card from Set #1 (a ball) and a Set #2 card (green).
He says: PUT THE BALL ON OUR PAPER.
A-2 puts the ball on the A team's paper.
A-1 shows his cards. They match A-1's move.
A-1 discards his Set #1 card and puts the Set #2 card back under the pack.

B-1: Takes a Set #1 card (a boat) and a Set #2 card (green).
He says: PUT THE BOAT ON THEIR PAPER.
B-2 puts the boat on the A team's paper.
B-1 shows his cards. They match B-2's move.
B-1 discards the Set #1 card and puts the Set #2 card back under the pack.

A-2: Takes a Set #1 card (a fish) and a Set #2 card (yellow).
He says: PUT THE FISH ON THEIR PAPER.
A-1 puts the fish on the B team's paper.
A-2 shows his cards. They match A-1's move.
A-2 discards his Set #1 card and puts the Set #2 card back under the pack.

*B-2: Takes a Set #1 card (a house) and a Set #2 card (green).
He says: PUT THE HOUSE ON THEIR PAPER.
B-1 puts the house on the A team's paper.
B-2 shows his cards. The Set #1 card matches but the Set #2 card does not match.
B-1 puts the object back in the middle of the table.
B-2 puts the Set #1 and Set #2 cards back under their packs.

*A mistake has been included in this description.

UNIT #72

			BIRD						HOUSE			
			FISH		HIS				BALL		HIS	
			BALL	ON	HER	PAPER	AND	A	FISH	ON	HER	PAPER.
Pattern:	PUT	A										
			BIRD	AND	A	HOUSE	ON	HIS	PAPER.			
			FISH			BALL		HER				
			BALL			FISH						

Teaching Point:

The Presentation and Communication Activity practice the contrast between "his" and "her."

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#72

PRESENTATION

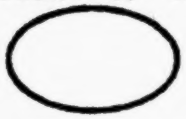
Teacher needs: 1) the following shapee objects:

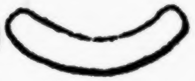
a blue bird	a red bird
a blue fish	a red fish
a blue ball	a red ball
a blue house	a red house
a blue boy	a red girl

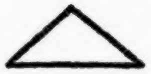
2) Two papers

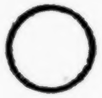
3) The following picture cards:
a blue bird and a blue ball
a red fish and a red house
a blue fish and a red ball
a red ball and a blue fish

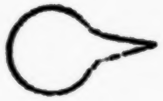
Each group needs: 1) the following shapee pieces:

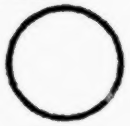
4 blue/2 red 

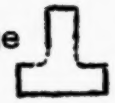
3 blue/2 red 

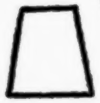
1 blue/3 red 

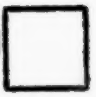
4 red/2 blue 

1 red/2 blue 

1 red/2 blue 

2 red/3 blue 

1 blue 

1 blue/3 red 

2) Two papers

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	MAKE TWO BLUE BIRDS AND A RED ONE.		He does it.
2. Points to B-1.	MAKE THREE BLUE FISH AND TWO RED ONES.		He does it.
3. Points to A-2.	TAKE THREE RED BALLS AND A BLUE ONE.		He does it.
4. Points to B-2.	MAKE THREE RED HOUSES AND A BLUE ONE.		He does it.
5. Points to B-1.	TAKE TWO PAPERS.		He does it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
6.	Points to A-1.	MAKE A BLUE BOY AND A RED GIRL.		He does it.
7.	Hangs 2 papers on the blackboard. Points to the one on the left, then points to B-2.	PUT THE BOY HERE.		He does it.
8.	Points to the paper on the right, then points to A-2.	PUT THE GIRL HERE.		He does it.
9.	Holds up a card with a blue bird and a blue ball. Holds the boy next to it. Points to A-1.	Say: PUT A BIRD AND A BALL ON HIS PAPER.	PUT A BIRD AND A BALL ON HIS PAPER.	A-2 does it.
10.	Holds up a card with a red fish and a red house. Holds the girl next to it. Points to B-1.	Say:	PUT A FISH AND A HOUSE ON HER PAPER.	B-2 does it.
11.	holds up a card with a blue fish and a red ball. Holds the boy on the side of the card with the blue fish and the girl on the side with the red ball. Points to A-2.	Say: PUT A FISH ON HIS PAPER PAPER AND A BALL ON HER PAPER.	PUT A FISH ON HIS PAPER AND A BALL ON HER PAPER.	A-1 does it.
12.	Holds up a card with a red ball and a blue fish. Holds the girl and boy to the sides of the card. Points to B-2.	Say:	PUT A BALL ON HER PAPER AND A FISH ON HIS PAPER.	B-1 does it.

#72

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation.

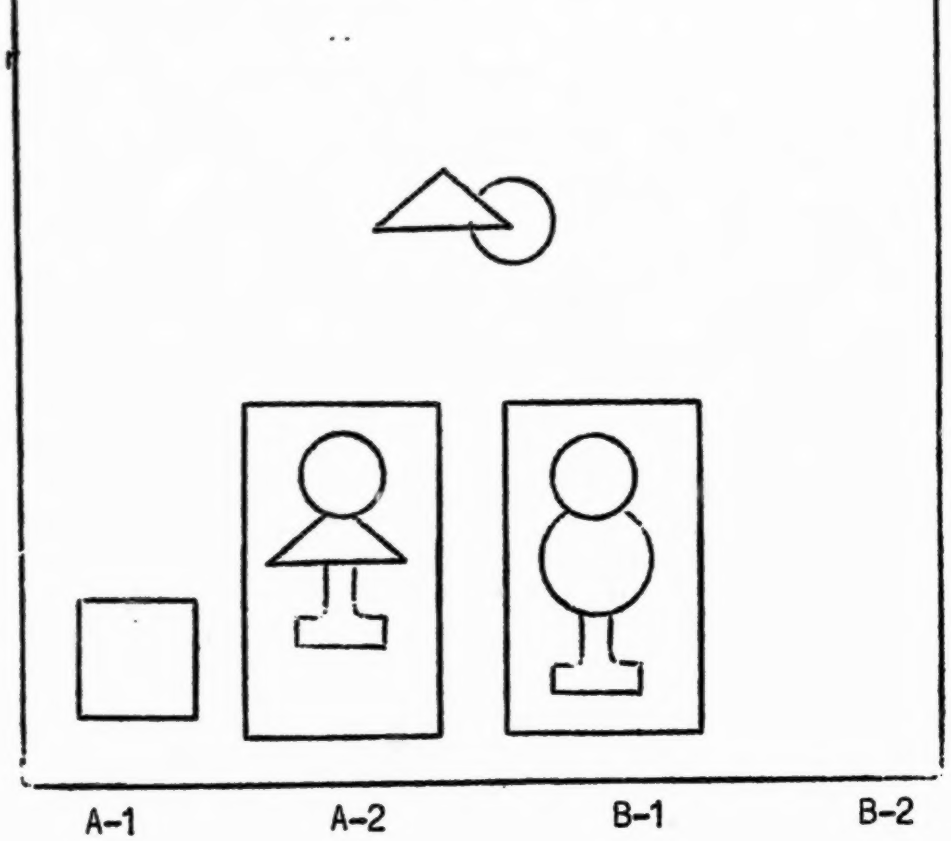
2) The following picture cards, mixed and face down on the table.

a blue bird and a blue ball
a red fish and a red house
a red fish and a red ball
a red ball and a blue fish
a red bird and a blue house
a blue fish and a red house
a blue bird and a red house
a blue fish and a red ball

3) Two papers

Aim: To get the red objects on the girl's paper and the blue objects on the boy's paper. This is not a competitive activity.

Starting Position: The players stand next to one, another at one side of the table.



Description of Play:

A-1: Takes a picture card (a blue bird and a blue ball).
He says: PUT A BIRD AND A BALL ON HIS PAPER.
A-2 puts a blue bird and a blue ball on the shapee boy's paper.
A-1 shows his card. It matches A-2's move.
A-1 discards his card.

B-1: Takes a picture card (a red ball and a blue fish).
He says: PUT A BALL ON HER PAPER AND A FISH ON HIS PAPER.*
B-2 puts a red ball on the shapee girl's paper and a blue fish on the shapee boy's paper.
B-1 shows his card. It matches B-2's move.
B-1 discards his card.

A-2: Takes a picture card (a blue fish and a red house).
He says: PUT A FISH ON HIS PAPER AND A HOUSE ON HER PAPER.
A-1 puts a blue fish on the shapee boy's paper and a red house on the shapee girl's paper.
A-2 shows his card. It matches A-1's move.
A-2 discards his card.

**B-2: Takes a picture card (a red bird and a blue house).
He says: PUT A BIRD ON HIS PAPER NAD A HOUSE ON HER PAPER.
B-1 puts a red ball on his paper and a blue house on her paper.
B-2 shows his card. One of the objects does not match and the objects are on the wrong pairs.
B-2 puts the card back under the pack.
B-1 puts the red ball and the blue house back on the table.

*He could also say: PUT A FISH ON HIS PAPER AND A BALL ON HER PAPER.
**A mistake has been included in this description.

UNIT #73

Pattern:	PUT	THE	RED	FLAG	ON	HIS	PAPER.
			BLUE	COAT		HER	
			YELLOW	CAT		THEIR	
				DOG			

Teaching Points:

1. The Presentation and Communication Activity practice the contrast between "his/her" and "their."
2. Save the objects and cards from this Unit for use in Units #74 and #76.

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PRESENTATION

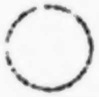
Teacher needs: 1) The following shapee objects:

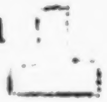
2 red boys	a red cat
2 red girls	a yellow cat
a red flag	a yellow dog
a blue flag	a red dog
a red coat	
a blue coat	

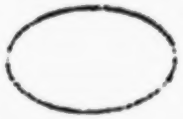
2) The pictures of the boy and girl from the Picture Book (the real and the shapee boy and girl).

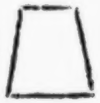
3) Three papers

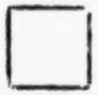
Each group need the following shapee pieces:

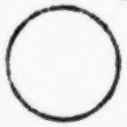
2 yellow/6 red 

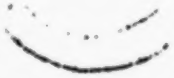
4 red 

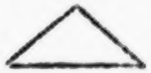
2 yellow/2 red 

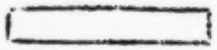
1 blue/1 red 

1 blue/1 red 

2 red 

1 yellow/1 red 

2 red 

1 blue/2 yellow/3 red 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	MAKE A RED FLAG AND A BLUE ONE.		He does it.
2. Points to B-1.	MAKE A RED CAT AND A YELLOW ONE.		He does it.
3. Points to A-2.	TAKE A RED COAT AND A BLUE ONE.		He does it.
4. Points to B-2.	MAKE A YELLOW DOG AND A RED ONE.		He does it.
5. Points to the picture of the boy in the Picture Book.	A BOY	A BOY	
6. Points to A-1 and A-2.	MAKE A RED BOY.		They each make one.
7. Points to the picture of the girl in the Picture Book.	A GIRL	A GIRL	
8. Points to B-1 and B-2.	MAKE A RED GIRL.		They each make one.
9. Hangs 3 papers on the blackboard. Points to A-1 and to the paper on the left.	PUT A BOY HERE.		A-1 places his group's papers as shown on the Activity Diagram.
10. Points to B-1 and the paper on the right.	PUT A GIRL HERE.		He does it.

#73

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11. Points to A-2 and the paper in the middle.	PUT A BOY HERE.		He does it.
12. Points to B-2 and the paper in the middle.	PUT A GIRL HERE.		He does it.
13. Holds a shapee boy against the paper on the left.	HIS PAPER	HIS PAPER	
14. Holds the boy against the paper.		HIS PAPER	
15. Holds a girl against the paper on the right.	HER PAPER	HER PAPER	They point to the paper on the right.
16. Holds the girl against the paper on the right.		HER PAPER	They point to the paper on the right.
17. Holds a boy and girl against the paper in the middle.	THEIR PAPER	THEIR PAPER	They point to the paper in the middle.
18. Holds the boy and girl against the paper in the middle.		THEIR PAPER	They point to the paper in the middle.
19. Holds up a red flag. Points to A-1.	Say: PUT THE RED FLAG ON HIS PAPER.	PUT THE RED FLAG ON HIS PAPER.	A-2 does it.
20. Holds up a blue coat. Points to B-1.	Say: PUT THE BLUE COAT ON HER PAPER.	PUT THE BLUE COAT ON HER PAPER.	B-2 does it.
21. Holds up a yellow cat. Points to A-2.	Say: PUT THE YELLOW CAT ON THEIR PAPER.	PUT THE YELLOW CAT ON THEIR PAPER.	A-1 does it.
22. Holds up a red dog. Points to B-2.	Say: PUT THE RED DOG ON THEIR PAPER.	PUT THE RED DOG ON THEIR PAPER.	B-2 does it.
23. Holds up a red coat. Points to A-1 and the paper on the right.		PUT THE RED COAT ON HER PAPER.	A-2 does it.
24. Holds up a red dog. Points to B-1 and the paper on the left.		PUT THE RED DOG ON HIS PAPER.	B-2 does it.
25. Holds up a blue flag. Points to B-2 and the paper in the middle.		PUT THE BLUE FLAG ON THEIR PAPER.	B-1 does it.

#73

COMMUNICATION ACTIVITY

Materials needed:

1) The shapee objects used in the Presentation.

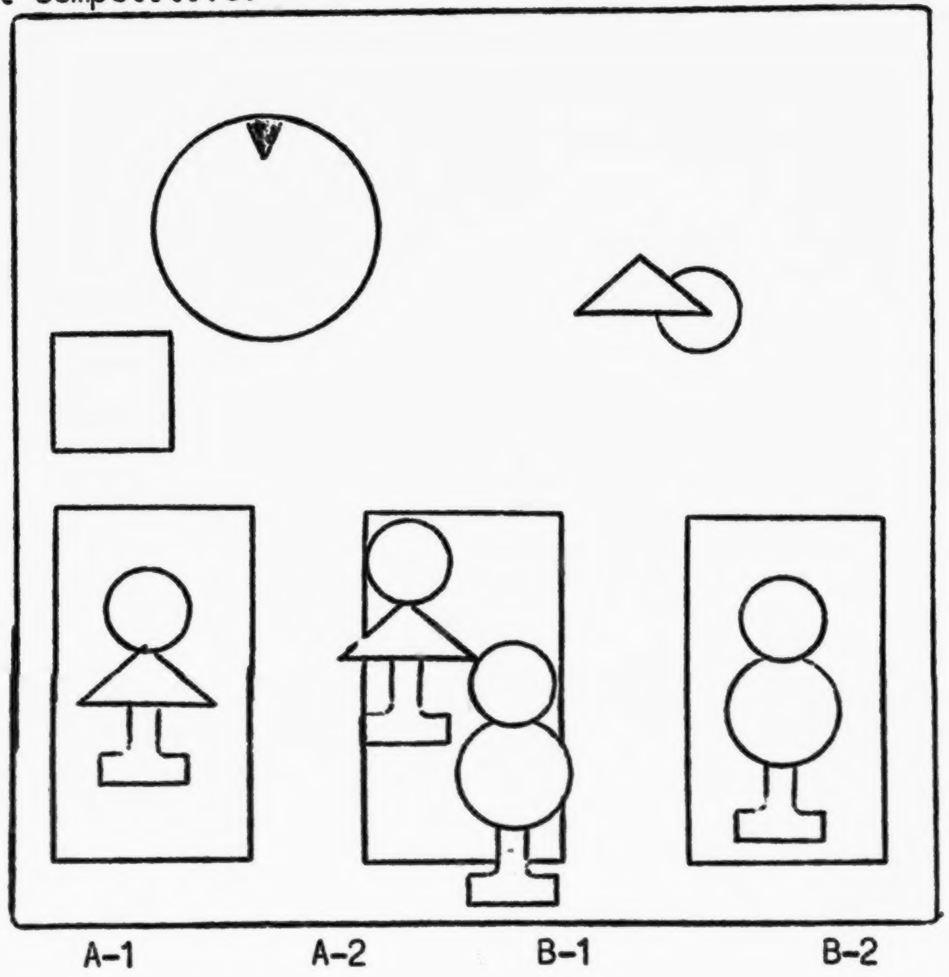
2) The following picture cards:
   - a red flag
   - a blue flag
   - a red coat
   - a blue coat
   - a red cat
   - a yellow cat
   - a red dog
   - a yellow dog

3) Spinner cover #10.

4) Three papers

Aim: To get the shapee objects off the table. This activity is not competitive.

Starting Position: All the members of the group stand side by side, as shown in the diagram at the right.



#73

Description of Play:

A-1: Takes a picture card (a red flag) and spins the spinner (boy).
He says: PUT THE RED FLAG ON HIS PAPER.
A-2 puts the red flag on the shapee boy's paper.
A-1 shows the card and the spinner. They match A-2's move.
A-1 discards the card and gives the spinner to B-1.

B-1: Takes a card (a red coat) and spins (boy/girl).
He says: PUT THE RED COAT ON THEIR PAPER.
B-2 puts the red coat on the paper of the shapee boy and girl.
B-1 shows the card and the spinner. They match B-2's move.
B-1 discards the card and gives the spinner to A-2.

*A-2: Takes a card (a red cat) and spins (girl).
He says: PUT THE RED CAT ON HIS PAPER.
A-1 puts the red cat on the shapee boy's paper.
A-2 shows the card. It matches. He shows the spinner. It does not match A-1's move.
A-1 puts the red cat back on the table.
A-2 puts the card back in the pack and gives the spinner to B-2.

B-2: Takes a card (a yellow dog) and spins (boy/girl).
He says: PUT THE YELLOW DOG ON THEIR PAPER.
B-1 puts the yellow dog on the paper of the shapee boy and girl.
B-2 shows the card and spinner. They match B-1's move.
B-2 discards the card and gives the spinner to A-1.

*A mistake has been included in this description.

UNIT #74 (A)

Pattern:	I	HAVE	A	RED	FLAG.
		NEED		BLUE	COAT
				YELLOW	CAT
					DOG

Teaching Points:

1. The Presentation introduces "have" in contrast to "need."
2. This Unit (74A) teaches the form "have." Unit 74B teaches an alternate form "have got." Use the Unit which teaches the form standard to you, and discard the other Unit. Units 74A and 74 B are identical except in this one respect.

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#74A

PRESENTATION

Teacher needs: The following shapee objects:

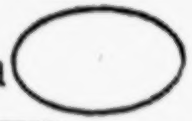
a red flag	a red cat
a blue flag	a yellow cat
a red coat	a yellow dog
a blue coat	a red dog

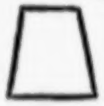
*The pupils do not make any objects until the end of the Presentation. During the Presentation, they use objects they made in the previous Unit. Therefore, do not have them take these pieces until Step #22

Each group needs: 1) The objects from the previous Unit.

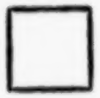
2) The following shapee pieces*:

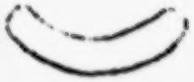
2 red/2 yellow

2 yellow/2 red 

1 blue/1 red 

1 blue/2 yellow/3 red

1 blue/1 red 

1 yellow/1 red 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	SHOW ME A RED FLAG AND A BLUE ONE.		He does it.
2.	Points to B-1.	SHOW ME A RED CAT AND A YELLOW ONE.		He does it.
3.	Points to A-2.	SHOW ME A RED COAT AND A BLUE ONE.		He does it.
4.	Points to B-2.	SHOW ME A YELLOW DOG AND A RED ONE.		He does it.
5.	Points to A-1.	SAY: I NEED A RED FLAG.	I NEED A RED FLAG.	A-2 gives him the object.
6.	Points to A-1; holds up a red flag.	SAY: I HAVE A RED FLAG.	I HAVE A RED FLAG.	A-1 shows the object.
7.	Points to B-1.	SAY: I NEED A BLUE FLAG.	I NEED A BLUE FLAG.	B-2 gives him the object.
8.	Points to B-1; holds up the blue flag.	SAY: I HAVE A BLUE FLAG.	I HAVE A BLUE FLAG.	B-1 shows the object.
9.	Points to A-2.	SAY: I NEED A RED COAT.	I NEED A RED COAT.	A-1 give him the object.
10.	Points to A-2; holds up the red coat.	SAY: I HAVE A RED COAT.	I HAVE A RED COAT.	A-2 shows the object.
11.	Points to B-2.	SAY I NEED A YELLOW DOG.	I NEED A YELLOW DOG.	B-1 gives him the object.

#74A

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Points to B-2, holds up the yellow dog.	SAY: I HAVE A YELLOW DOG.	I HAVE A YELLOW DOG.	B-2 holds up the object.
13.	Acts out keeping an object.	KEEP YOUR THINGS.		Each pupil keeps his object.
14.	Points to A-1, holds up a red flag.	SAY: I HAVE A RED FLAG.	I HAVE A RED FLAG.	Shows his object.
15.	Points to B-1, holds up a blue flag.	SAY: I HAVE A BLUE FLAG.	I HAVE A BLUE FLAG.	Shows his object.
16.	Points to A-2, holds up a red coat.		I HAVE A RED COAT.	Shows his object.
17.	Points to B-2, holds up a yellow dog.		I HAVE A YELLOW DOG.	Shows his object.
18.	Points to A-1, holds up a red dog.	SAY: I NEED A RED DOG.	I NEED A RED DOG.	A-2 gives him the object.
19.	Points to A-1, holds up a red dog.		I HAVE A RED DOG.	Shows his object.
20.	Points to B-1, holds up a yellow cat.		I NEED A YELLOW CAT.	B-2 gives him the object.
21.	Points to B-1, holds up a yellow cat.		I HAVE A YELLOW CAT.	Shows his object.
22.	Points to A-1.	MAKE A RED FLAG AND A BLUE ONE.		He does it.
23.	Points to B-1.	MAKE A RED CAT AND A YELLOW ONE.		He does it.
24.	Points to A-2.	MAKE A RED COAT AND A BLUE ONE.		He does it.
25.	Points to B-2.	MAKE A YELLOW DOG AND A RED ONE.		He does it.

#74A

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects from the previous Unit, and those made in this Unit, distributed during the Presentation, as follows:

Set #1: One of each object, in the middle of the table.
Set #2: Identical to Set #1, given to the pupils, two to each.

2) The picture cards from the previous Unit.

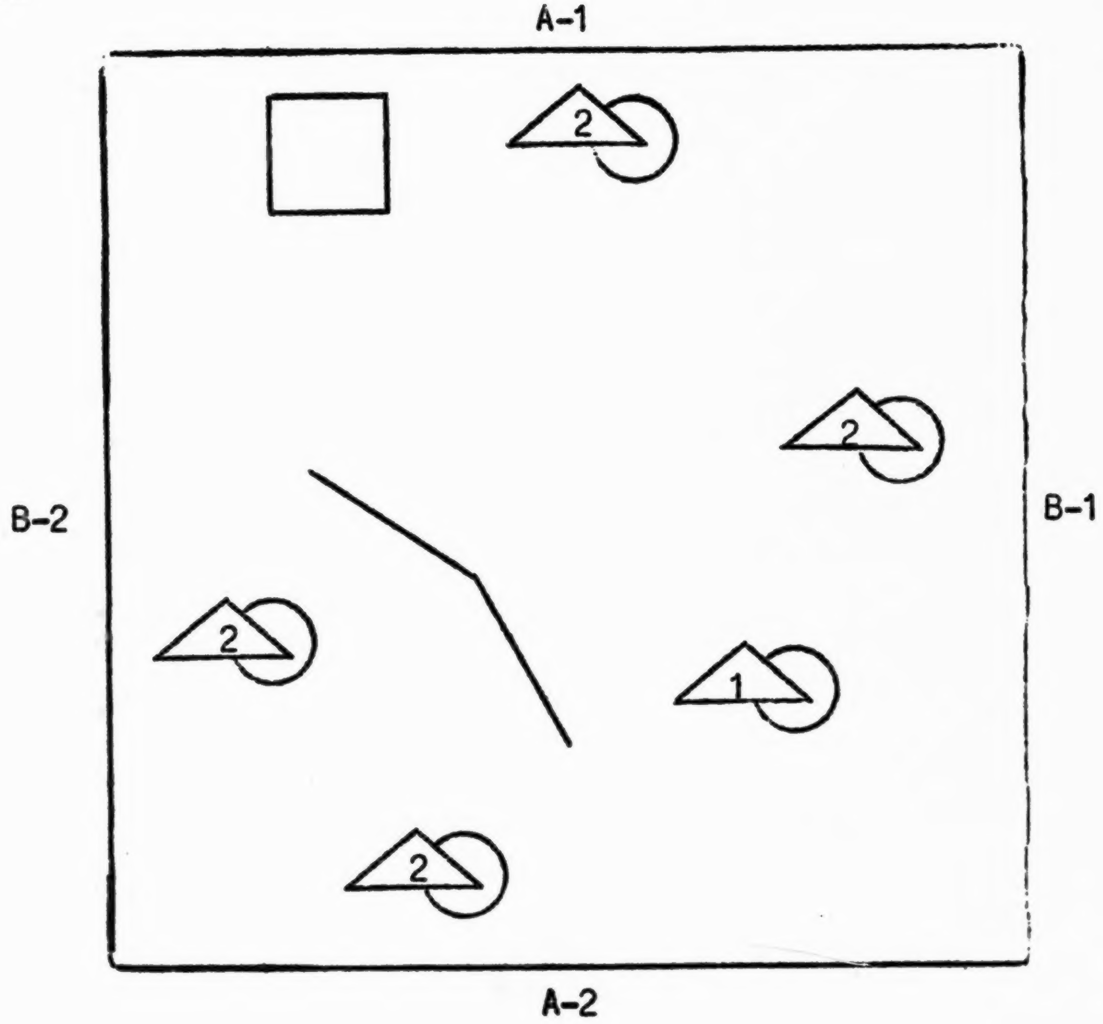
3) Additional picture cards, as follows:

a yellow cat
a red dog
a yellow dog
a red coat

4) A shield.

Aim: To match objects with picture cards. The pupil who has matched three objects with cards, wins.

Starting Position:



Description of Play:

A-1: Takes a card (a red flag).
He has a matching Set #2 object.
He says: I HAVE A RED FLAG.
A-2 nods his head.*
A-1 puts the object on the card.

B-1: Takes a card (a blue flag).
He does not have a matching Set #2 object.
He says: I NEED A BLUE FLAG.
B-2 gives B-1 the Set #1 object.
B-1 puts the object on the card.

**A-2: Takes a card (a yellow cat).
He has a matching Set #2 object.
He says: I HAVE A YELLOW CAT.
A-1 gives him the Set #1 object.
A-2 now has two objects.
He returns the card to the pack, and the Set #1 object to the table.

**B-2: Takes a card (a red dog).
He does not have a matching Set #2 object.
He says: I NEED A RED DOG.
B-1 nods his head.
B-2 does not have an object to match the card.
The card is returned to the pack.

*A-2 nods his head in order to show that he understands his partner. The play is not complete until A-2 nods (or gives his partner an object, depending on the action required).

**A mistake has been included in this description.

UNIT #74 (B)

Pattern:	I	HAVE GOT	A	RED	FLAG.
		NEED		BLUE	COAT
				YELLOW	CAT
					DOG

Teaching Points:

1. The Presentation introduces "have got" in contrast to "need."

2. This Unit (#74 B) teaches the form "I have got," (spoken as "I've got"). Unit #74A teaches an alternate form: "I have." Use the Unit which teaches the form standard to you, and discard the other Unit. Units #74A and #74 B are identical except in this one respect.

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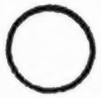
PRESENTATION

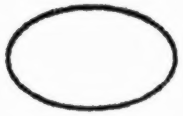
Teacher needs the following shapee objects:

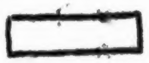
a red flag	a red cat
a blue flag	a yellow cat
a red coat	a yellow dog
a blue coat	a red dog

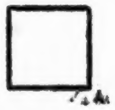
Each group needs: 1) the objects from the previous Unit.

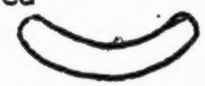
2) the following shapee pieces.*

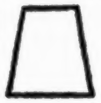
2 red/2 yellow 

2 yellow/2 red 

2 blue/2 yellow/3 red 

1 blue/1 red 

1 yellow/1 red 

1 blue/1 red 

*The pupils do not make any objects until the end of the Presentation. During the Presentation, they use objects they made in the previous Unit. Therefore, do not have them take these pieces until Step #22.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	SHOW ME A RED FLAG AND A BLUE ONE.		He does it.
2.	Points to B-1.	SHOW ME A RED CAT AND A YELLOW ONE.		He does it.
3.	Points to A-2.	SHOW ME A RED COAT AND A BLUE ONE.		He does it.
4.	Points to B-2.	SHOW ME A YELLOW DOG AND A RED ONE.		He does it.
5.	Points to A-1.	Say: I NEED A RED FLAG.	I NEED A RED FLAG.	A-2 gives him the object.
6.	Points to A-1; holds up the red flag.	Say: I'VE GOT A RED FLAG.	I'VE GOT A RED FLAG.	A-1 shows the object.
7.	Points to B-1.	Say: I NEED A BLUE FLAG.	I NEED A BLUE FLAG.	B-2 gives him the object.
8.	Points to B-1; holds up the blue flag.	Say: I'VE GOT A BLUE FLAG.	I'VE GOT A BLUE FLAG.	B-1 shows the object.
9.	Points to A-2.	Say: I NEED A RED COAT.	I NEED A RED COAT.	A-1 gives him the object.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Points to A-2; holds up the red coat.	Say: I'VE GOT A RED COAT.	I'VE GOT A RED COAT.	A-2 shows the object.
11. Points to B-2.	Say: I NEED A YELLOW DOG.	I NEED A YELLOW DOG.	B-1 gives him the object.
12. Points to B-2; holds up the yellow dog.	Say: I'VE GOT A YELLOW DOG.	I'VE GOT A YELLOW DOG.	B-2 holds up the object.
13. Acts out keeping an object.	KEEP YOUR THINGS.		Each pupil keeps his object.
14. Points to A-1; holds up a red flag.	Say: I'VE GOT A RED FLAG.	I'VE GOT A RED FLAG.	Shows his object.
15. Points to B-1; holds up a blue flag.	Say: I'VE GOT A BLUE FLAG.	I'VE GOT A BLUE FLAG.	Shows his object.
16. Points to A-2; holds up a red coat.		I'VE GOT A RED COAT.	Shows his object.
17. Points to B-2; holds up a yellow dog.		I'VE GOT A YELLOW DOG.	Shows his object.
18. Points to A-1; holds up a red dog.	Say: I NEED A RED DOG.	I NEED A RED DOG.	A-2 gives him the object.
19. Points to A-1; holds up a red dog.		I'VE GOT A RED DOG.	Shows his object.
20. Points to B-1; holds up a yellow cat.		I'VE GOT A YELLOW CAT.	B-2 gives him the object.
21. Points to B-1; holds up a yellow cat.		I'VE GOT A YELLOW CAT.	Shows his object.
22. Points to A-1.	MAKE A RED FLAG AND A BLUE ONE.		He does it.
23. Points to B-1.	MAKE A RED CAT AND A YELLOW ONE.		He does it.
24. Points to A-2.	MAKE A RED COAT AND A BLUE ONE.		He does it.
25. Points to B-2.	MAKE A YELLOW DOG AND A RED ONE.		He does it.

#74 (B)

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects from the previous Unit, and those made in this Unit, distributed during the Presentation, as follows:
Set #1: One of each object, in the middle of the table.
Set #2: Identical to Set #1, given to the pupils, two to each.

2) The picture cards from the previous Unit.

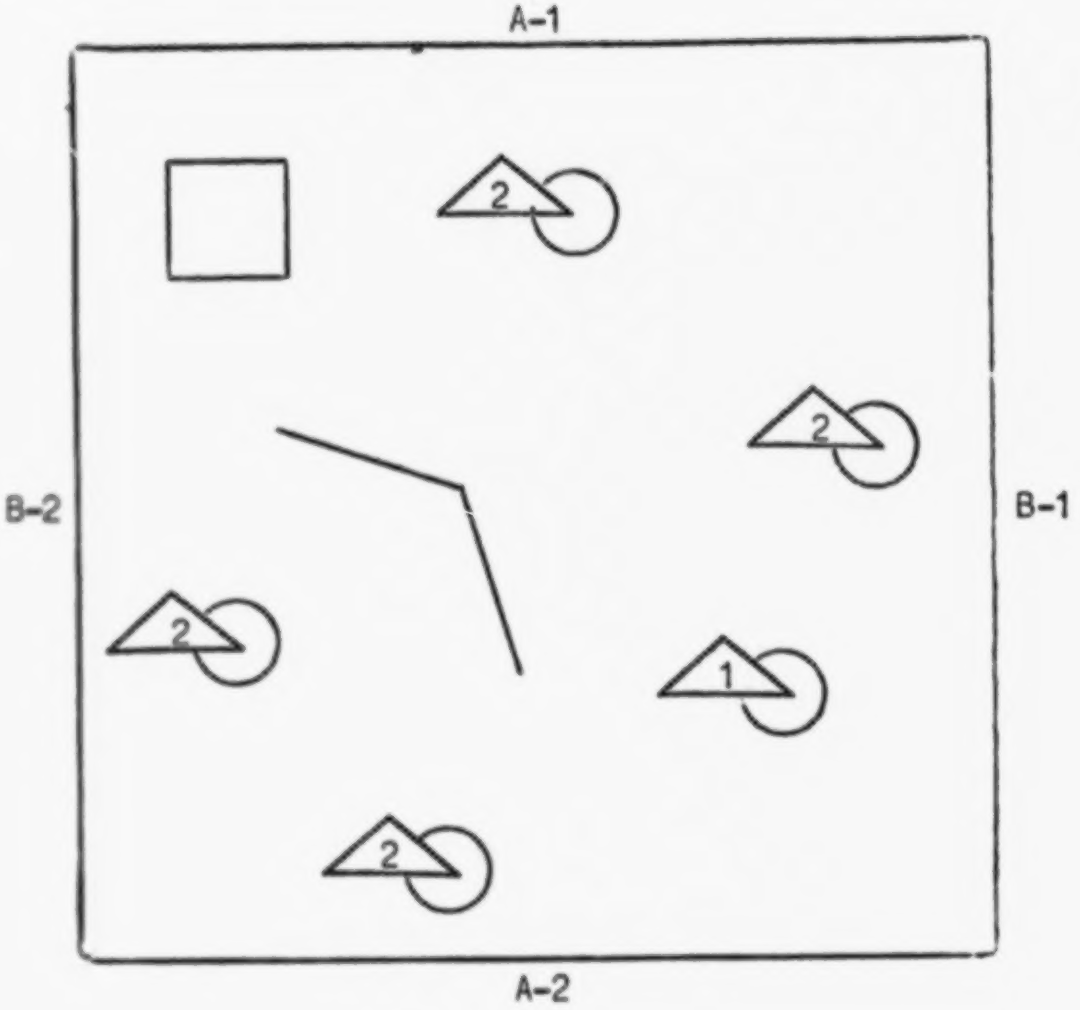
3) Additional picture cards, as follows:

a yellow cat	a yellow dog
a red dog	a red coat

4) A shield

Aim: To match objects with picture cards. The pupil who has matched three objects with cards, wins.

Starting Position:



Description of Play:

A-1: Takes a card (a red flag).
He has a matching Set #2 object.
He says: I'VE GOT A RED FLAG.
A-2 nods his head.*
A-1 puts the object on the card.

B-1: Takes a card (a blue flag).
He does not have a matching Set #2 object.
He says: I NEED A BLUE FLAG.
B-2 gives B-1 the Set #1 object.
B-1 puts the object on the card.

**A-2: Takes a card (a yellow cat).
He has a matching Set #2 object.
He says: I'VE GOT A YELLOW CAT.
A-1 gives him the Set #1 object.
A-2 now has two objects.
He returns the card to the pack, and the Set #1 object to the table.

**B-2: Takes a card (a red dog).
He does not have a matching Set #2 object.
He says: I NEED A RED DOG.
B-1 nods his head.
B-2 does not have an object to match the card.
The card is returned to the pack.

---

*A-2 nods his head in order to show that he understands his partner. The play is not complete until A-2 nods (or gives his partner an object, depending on the action required.)

**A mistake has been included in this description.

UNIT #75

Pattern:	THIS	BIRD(S)	IS	FOR	ME.
	THESE	DOG(S)	ARE		YOU
		STICK(S)			B-1
		BED(S)			B-2

Teaching Point:

The Presentation introduces "is" and "are" in contrast to each other.

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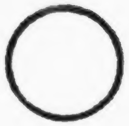
#75

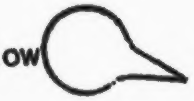
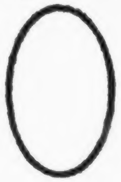
PRESENTATION

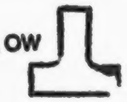
Teacher needs: The following shapee objects:

2 blue beds
a blue bird
a red bed
2 red sticks
a yellow bird
a yellow dog
a green bird
a green stick

Each group needs: 1) The following shapee pieces:

2 red/2 green 4 red/4 blue 2 yellow/2 blue/2 green 

2 yellow 2 blue/2 green/2 yellow  2 yellow 

4 yellow/2 red/2 blue 2 blue/2 green/2 yellow 

2) A set of color cards.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1; holds up a green card.	TAKE A GREEN CARD.		He does it.
2.	Points to B-1.	TAKE A RED CARD.		He does it.
3.	Points to A-2.	TAKE A BLUE CARD.		He does it.
4.	Points to B-2.	TAKE A YELLOW CARD.		He does it.
5.	Points to A-1; holds up a green card.	MAKE TWO BIRDS; TAKE TWO STICKS.		He makes the objects in green.
6.	Points to B-1; holds up a red card.	MAKE TWO BEDS; TAKE TWO STICKS.		He makes the objects in red.
7.	Points to A-2; holds up a blue card.	MAKE TWO BEDS AND TWO BIRDS.		He makes the objects in blue.
8.	Points to B-2; holds up a yellow card.	MAKE TWO BIRDS AND TWO DOGS.		He makes the objects in yellow.
9.	Acts out keeping the card and putting the objects on the table.	KEEP YOUR CARD AND PUT YOUR THINGS ON THE TABLE.		They do it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Points to A-1; holds up 2 blue beds.	SAY: THESE BEDS ARE FOR YOU.	THESE BEDS ARE FOR YOU.	A-1 holds up the objects; A-2 takes them from him.
11.	Points to B-1; holds up a green bird.	SAY: THIS BIRD IS FOR A-1.	THIS BIRD IS FOR A-1.	B-1 holds up the object; B-2 takes it and gives it to A-1.
12.	Points to A-2; holds up a blue bird.	SAY: THIS BIRD IS FOR ME.	THIS BIRD IS FOR ME.	A-2 takes the object.
13.	Points to B-2; holds up a green stick.	SAY: THIS STICK IS FOR A-1.	THIS STICK IS FOR A-1.	B-2 holds up the object; B-1 takes it and gives it to A-1.
14.	Points to A-1; holds up a green stick.	SAY: THIS STICK IS FOR ME.	THIS STICK IS FOR ME.	A-1 takes the object.
15.	Points to B-1; holds up a yellow dog.	SAY: THIS DOG IS FOR YOU.	THIS DOG IS FOR YOU.	B-1 holds up the object; B-2 takes it from him.
16.	Points to A-2; holds up 2 red sticks.	SAY: THESE STICKS ARE FOR B-1.	THESE STICKS ARE FOR B-1.	A-2 holds up the objects; A-1 takes them and gives them to B-1
17.	Points to B-2; holds up 2 blue beds.	SAY: THESE BEDS ARE FOR A-2.	THESE BEDS ARE FOR A-2.	B-2 holds up the objects; B-1 takes them and gives them to A-

COMMUNICATION ACTIVITY

Materials needed: 1) Shapee objects used in the Presentation.

2) The following picture cards, mixed and face down on the table:

2 blue beds
a blue bird

2 red sticks
a red bed

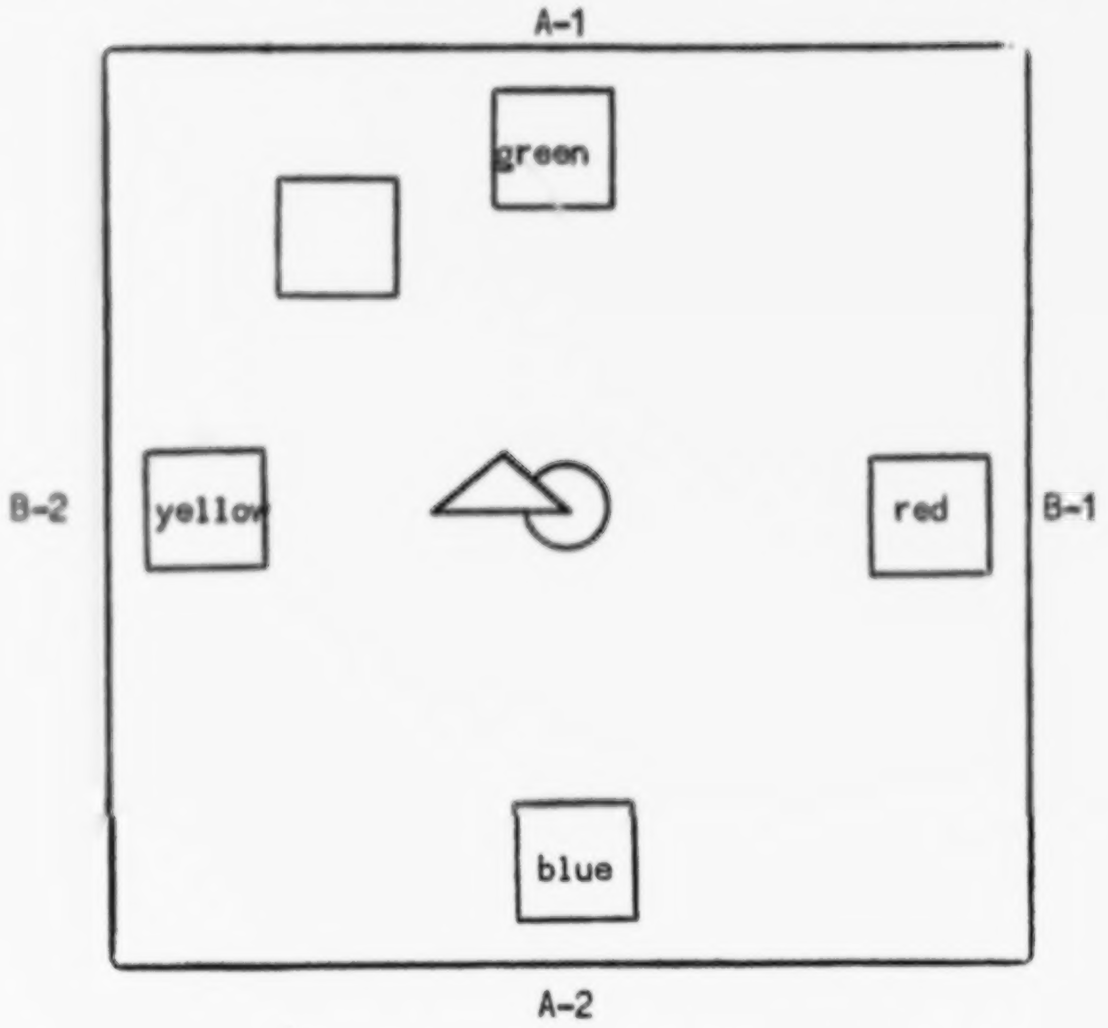
a yellow bird
a yellow dog

a green bird
a green stick

3) A set of color cards given one to each pupil, and used as color indicators.

Aim: For a team to get four picture cards.

Starting Position:



#75

Description of Play:

A-1: Takes a card (2 sticks).
B-1 has the red color indicator.
A-1 says: THESE STICKS ARE FOR B-1.
A-2 gives the objects to B-1.
A-2 shows his card. Card, objects and color indicator match.
The A team keeps the card. The objects are returned to the table.

B-1: Takes a card (a yellow bird).
B-2 has the yellow color indicator.
B-1 says: THIS BIRD IS FOR YOU.
B-2 takes the object.
B-1 shows his card. Card, objects, and color indicator match.
The B team keeps the card. The objects are returned to the table.

*A-2: Takes a card (a green bird).
A-1 has the green color indicator.
A-2 says: THESE BIRDS ARE FOR YOU.
A-1 takes 2 green birds.
A-2 shows his card. Card and objects do not match.
The card is returned to the pack and the objects to the table.

*A mistake has been included in this description.

UNIT 76A

Pattern:	(I HAVE)				(.)				
		A	RED	FLAG					
	(DO YOU HAVE)				(?)	YES,	I	DO.	
			BLUE	COAT		NO,	I	DO	NOT
			YELLOW	CAT					
				DOG					

Teaching Points:

1. The Presentation introduces the question "do you have" in contrast with "I have."
2. Unit 76B teaches an alternate form (I have got/have you got). Use the Unit which teaches the form standard to you, and discard the other Unit.

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#76A

PRESENTATION

Teacher needs: The following shapee objects:

a red flag	a red cat
a blue flag	a yellow cat
a red coat	a yellow dog
a blue coat	a red dog

Each group needs: The shapee objects from Unit 74.

However, since this Unit uses only half of the objects used in #74 (i.e., one of each object only), after each student selects 2 objects (in Steps #1 to #4), the remaining objects are broken up and the pieces returned to the shapee box (note Steps #5 and #6).

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	TAKE A RED FLAG AND A BLUE ONE.		He does it.
2.	Points to B-1.	TAKE A RED CAT AND A YELLOW ONE.		He does it.
3.	Points to A-2.	TAKE A RED COAT AND A BLUE ONE.		He does it.
4.	Points to B-2.	TAKE A YELLOW DOG AND A RED ONE.		He does it.
5.	Goes to the demonstration group. Points to the remaining objects. Then, starts to pull them apart.	TAKE THESE APART.		They pull apart the remaining objects.
6.	Points to the shapee box; acts out returning the pieces to the box.	PUT THE PIECES BACK IN THE BOX.		They put the pieces back in the box.
7.	Points to A-1; holds up a red flag; gives it to A-1 to hold up.	SAY: I HAVE A RED FLAG.	I HAVE A RED FLAG.	Shows his red flag.
8.	Points to B-1; holds up a red cat; gives it to B-1 to hold up.		I HAVE A RED CAT.	Shows his red cat.
9.	Points to A-2; holds up a red flag.	SAY: DO YOU HAVE A RED FLAG?	DO YOU HAVE A RED FLAG?	
10.	Points to A-1.	SAY: YES, I DO.	YES, I DO.	A-1 shows his red flag.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11. Points to B-2; holds up a yellow cat.	SAY: DO YOU HAVE A YELLOW CAT?	DO YOU HAVE A YELLOW CAT?	
12.. Points to B-1.		YES, I DO.	B-1 shows his yellow cat.
13. Points to A-1; holds up a yellow dog.	SAY: DO YOU HAVE A YELLOW DOG?	DO YOU HAVE A YELLOW DOG?	
14. Points to A-2.	SAY: NO, I DO NOT.	NO, I DO NOT.	
15. Points to 3-1; holds up a red coat.		(B-1 says) DO YOU HAVE A RED COAT? (B-2 says) NO, I DO NOT.	
16. Points to A-2; holds up a red flag.		(A-2 says) DO YOU HAVE A RED COAT? (A-1 says) YES, I DO.	A-2 shows his object.
17. Points to B-2; holds up a red coat.		(B-2 says) DO YOU HAVE A RED COAT? (B-2 says) NO, I DO NOT.	
18. Points to A-1; holds up a red flag.		I HAVE A RED FLAG.	A-1 holds up his object.
19. Points to B-1; holds up a red coat.		(B-1 says) DO YOU HAVE A RED COAT? (B-2 says) NO, I DO NOT.	
20. Points to A-2; holds up a blue flag.		(A-2 says) DO YOU HAVE A BLUE FLAG? (A-1 says) YES, I DO.	A-1 shows his object.
21. Points to B-2; holds up a yellow cat.		(B-2 says) DO YOU HAVE A YELLOW CAT? (B-1 says) YES, I DO.	B-1 shows his object.

#76A

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects (from Unit #74) used in the Presentation, given to the pupils, two to each.

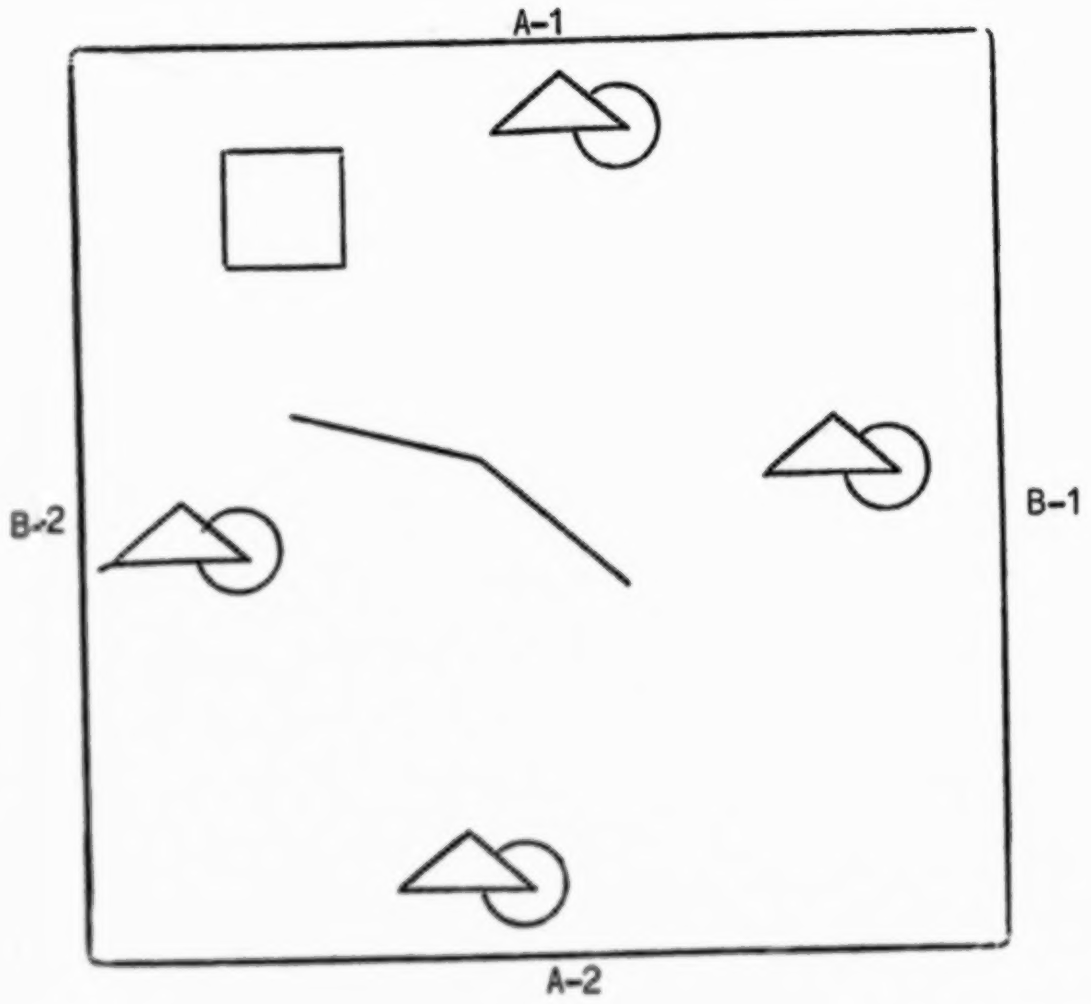
2) The following picture cards (from Unit #74) mixed and face down on the table.

a red flag
a blue flag
a red coat
a blue coat
a red cat
a yellow cat
a yellow dog
a red dog

3) A shield.

Aim: For a team to put its objects on cards.

Starting Position:



Description of Play:

A-1: Takes a card (a red flag).
He has a matching object.
He says: I HAVE A RED FLAG.
A-2 nods his head.*
A-1 puts the object on the card.

B-1: Takes a card (a blue flag).
He does not have a matching object.
He says to B-2: DO YOU HAVE A BLUE FLAG?
B-2 looks at his own objects. He has a blue flag.
He says: YES, I DO.
B-1 gives him the card, and B-2 puts the object on it.

**A-2: Takes a card (a yellow cat).
He does not have a matching object.
He says to A-1: DO YOU HAVE A YELLOW CAT?
A-1 looks at his own objects. He does not have a yellow cat.
He says: YES, I DO.
A-2 gives him the card, but he has no object to put on it.
A-1 returns the card to the pack.

B-2: Takes a card (a red dog).
He does not have a matching object.
He says to B-1: DO YOU HAVE A RED DOG?
B-1 looks at his own objects. He does not have a red dog.
He says: NO, I DO NOT.
B-1 returns the card to the pack, and takes another (a yellow dog).
He has a matching object.
He says: I HAVE A YELLOW DOG.
B-1 nods his head.*
B-2 puts the object on the card.

*A-2 nods his head in order to show that he understands his partner. The play is not complete until A-2 nods (or replies to his partner, depending on the action required.)
**A mistake has been included in this description.

UNIT #76B

Pattern	(I HAVE)	GOT	A	RED	FLAG	(.)	YES,	I	HAVE.	
	(HAVE YOU)			BLUE	COAT	(?)	NO,	I	HAVE	NOT
				YELLOW	CAT					
					DOG					

Teaching Points:

1. The Presentation introduces the question "have you got" in contrast with "I have got" (spoken as "I've got").
2. Unit #76A teaches an alternate form (I have/do you have). Use the Unit which teaches the form standard to you, and discard the other Unit.

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PRESENTATION

Teacher needs: The following shapee objects.

a red flag
a blue flag
a red coat
a blue coat

a red cat
a yellow cat
a yellow dog
a red dog

Each group needs: The shapee objects from Unit #74.

However, since this Unit uses only hald of the objects used in #74 (i.e., one of each object only), after each student selects 2 objects (in Steps #1 to #4), the remaining objects are broken up and the pieces returned to the shapee box (note Steps #5 and #6).

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	TAKE A RED FLAG AND A BLUE ONE.		He does it.
2.	Points to B-1.	TAKE A RED CAT AND A YELLOW ONE.		He does it.
3.	Points to A-2.	TAKE A RED COAT AND A BLUE ONE.		He does it.
4.	Points to B-2.	TAKE A YELLOW DOG AND A RED ONE.		He does it.
5.	Goes to the demonstration group. Points to the remaining objects. Then, starts to pull them apart.	TAKE THESE APART.		They pull apart the remaining objects.
6.	Points to the shapee box; acts out returning the pieces to the box.	PUT THE PIECES BACK IN THE BOX.		They put the pieces back in the box.
7.	Points to A-1; holds up a red flag; gives it to A-1 to hold up.	SAY: I'VE GOT A RED FLAG.	I'VE GOT A RED FLAG.	Shows his red flag.
8.	Points to B-1; holds up a red cat; gives it to B-1 to hold up.		I'VE GOT A RED CAT.	Shows his red cat.
9.	Points to A-2; holds up a red flag.	SAY: HAVE YOU GOT A RED FLAG?	HAVE YOU GOT A RED FLAG?	
10.	Points to a-1.	SAY: YES, I HAVE.	YES, I HAVE.	A-1 shows his red flag.

TEACHER		CLASS	#768
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11. Points to B-2; holds up a yellow cat.	SAY: HAVE YOU GOT A YELLOW CAT?	HAVE YOU GOT A YELLOW CAT?	
12. Points to B-1.		YES, I HAVE.	B-1 shows his yellow cat.
13. Points to A-1; holds up a yellow dog.	SAY: HAVE YOU GOT A YELLOW DOG?	HAVE YOU GOT A YELLOW DOG?	
14. Points to A-2.	SAY: NO, I HAVE NOT.	NO, I HAVE NOT.	
15. Points to B-1; holds up a red coat.		(B-1 says) HAVE YOU GOT A RED COAT? (B-2 says) NO, I HAVE NOT.	
16. Points to A-2; holds up a red flag.		(A-2 says) HAVE YOU GOT A RED COAT? (A-1 says) YES, I HAVE.	A-2 shows his object.
17. Points to B-2; holds up a red coat.		(B-2 says) HAVE YOU GOT A RED COAT? (B-1 says) NO, I HAVE NOT.	
18. Points to A-1; holds up a red flag.		I'VE GOT A RED FLAG.	A-1 holds up his object.
19. Points to B-1; holds up a red coat.		(B-1 says) HAVE YOU GOT A RED COAT? (B-2 says) NO, I HAVE NOT.	
20. Points to A-2; holds up a blue flag.		(A-2 says) HAVE YOU GOT A BLUE FLAG? (A-1 says) YES, I HAVE.	A-1 shows his object.
21. Points to B-2; holds up a yellow cat.		(B-2 says) HAVE YOU GOT A YELLOW CAT? (B-1 says) YES, I HAVE.	B-1 shows his object.

#76B

COMMUNICATION ACTIVITY

Materials needed: 1) The shapes objects (from Unit #74) used in the Presentation, given to the pupils, two to each.

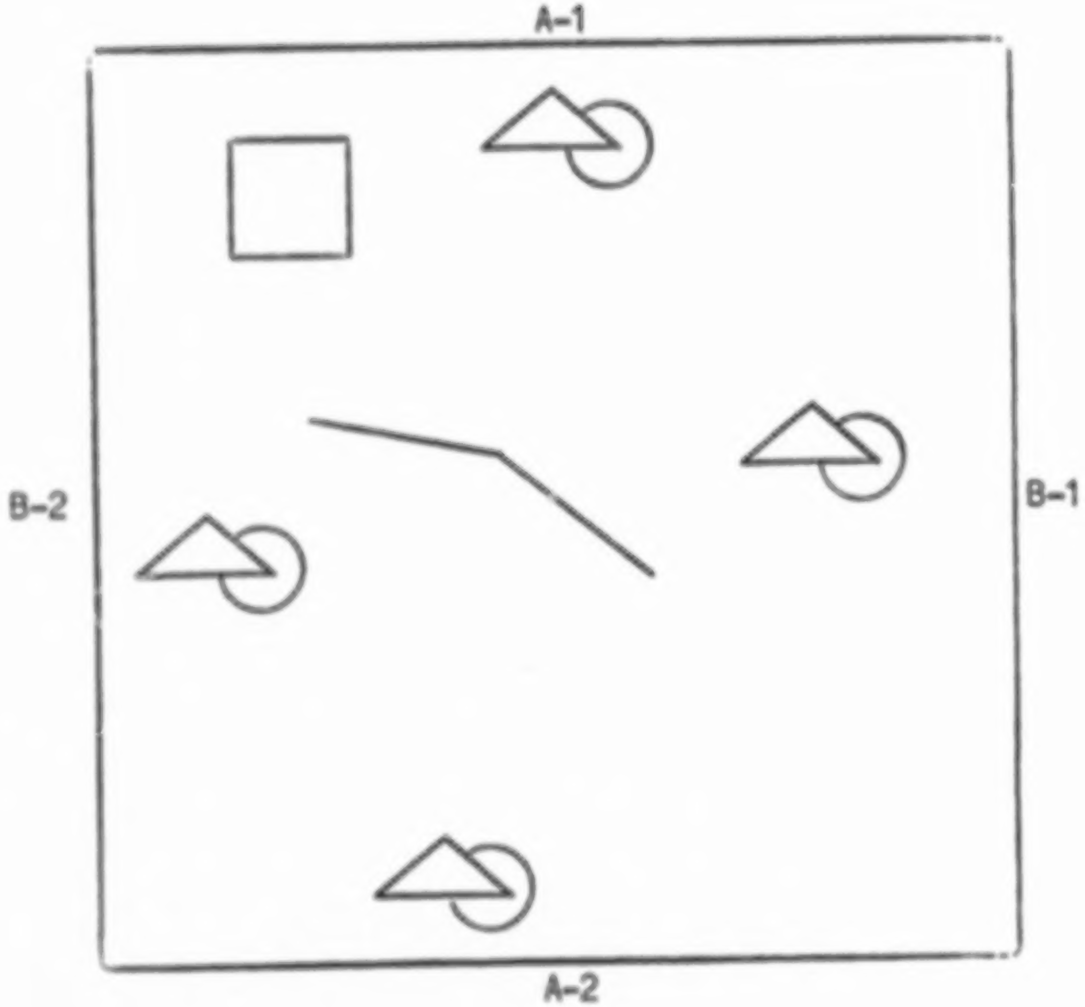
2) The following picture cards (from Unit #74) mixed and face down on the table:

a red flag
a blue flag
a red coat
a blue coat
a red cat
a yellow cat
a yellow dog
a red dog

3) A shield.

Aim: For a team to put its objects on cards.

Starting Position:



Description of Play:

A-1: Takes a card (a red flag).
He has a matching object.
He says: I'VE GOT A RED FLAG.
A-2 nods his head.*
A-1 puts the object on the card.

B-1: Takes a card (a blue flag).
He does not have a matching object.
He says to B-2: HAVE YOU GOT A BLUE FLAG?
B-2 looks at his own objects. He has a blue flag.
He says: YES, I HAVE.
B-1 gives him the card, and B-2 puts the object on it.

**A-2: Takes a card (a yellow cat).
He does not have a matching object.
He says: HAVE YOU GOT A YELLOW CAT?
A-1 looks at his own objects. He does not have a yellow cat.
He says: YES, I HAVE.
A-2 gives him the card, but he has no object to put on it.
A-1 returns the card to the pack.

B-2: Takes a card (a red dog).
He does not have a matching object.
He says to B-1: HAVE YOU GOT A RED DOG?
B-1 looks at his own objects. He does not have a red dog.
He says: NC, I HAVE NOT.
B-1 returns the card to the pack, and takes another (a yellow dog).
He has a matching object.
He says: I HAVE A YELLOW DOG.
B-1 nods his head.*
B-2 puts the object on the card.

---

*A-2 nods his head in order to show that he understands his partner. The play is not complete until A-2 nods (or replies to his partner, depending on the action required).

**A mistake has been included in this description.

UNIT #77

Pattern:	THIS	THING	IS	FOR	ME.
				NEAR	YOU
					B-1
					B-2

Teaching Points:

1. The Presentation introduces "near" in contrast to "for."
2. "Thing," a word known to the pupils, is used by them for the first time.
3. Save the cards and objects from this Unit for use in the following Unit.

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#77

PRESENTATION

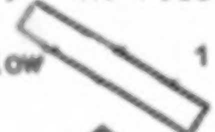
Teacher needs: 1) The following shapee objects:

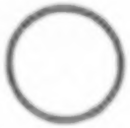
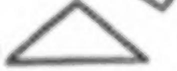
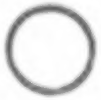
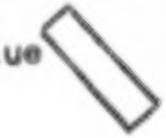
a red stick
a red ball
a red hat
a green stick
a blue boat
a blue flag
a yellow cat
a yellow dog

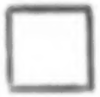
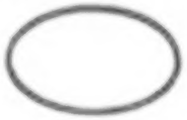
2) The following picture cards:

a red stick
a red ball
a red hat
a green stick
a blue boat
a blue flag
a yellow cat
a yellow dog

Each group needs: 1) The following shapee pieces:

1 red/1 green/2 yellow  1 red/1 blue/1 yellow

1 red  1 blue  2 yellow  1 blue 

1 red/1 blue  2 yellow 

2) The following picture cards:

a red stick
a red ball
a yellow cat
a yellow dog
a red hat
a green stick
a blue boat
a blue flag

TEACHER		CLASS
DOES THIS	SAYS THIS	DOES THIS
1. Points to A-1.	TAKE A RED STICK AND A RED BALL.	He does it.
2. Points to B-1.	MAKE A RED HAT AND A GREEN STICK.	He does it.
3. Points to A-2.	MAKE A BLUE BOAT AND A BLUE FLAG.	He does it.
4. Points to B-2.	MAKE A YELLOW CAT AND A YELLOW DOG.	He does it.
5. Points to A-1; holds up a card of a red stick, and a card of a red ball.	TAKE CARDS FOR YOUR THINGS.	He takes a card for each object he has made.
6. Points to B-1; holds up a card of a red hat and one of a green stick.	TAKE CARDS FOR YOUR THINGS.	He does it, as above.
7. Points to A-2.	TAKE CARDS FOR YOUR THINGS.	He does it, as above.
8. Points to B-2.	TAKE CARDS FOR YOUR THINGS.	He does it, as above.
9. Stands by the demonstration group; holds cards face up, side by side.	YOUR CARDS.	They do it keeping both cards in front of them.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Points to A-1; holds up a cat.	SAY: THIS THING IS FOR B-2.	THIS THING IS FOR B-2.	A-2 gives the object to B-2 who keeps it.
11. Points to B-1; holds up a hat.	SAY: THIS THING IS FOR ME.	THIS THING IS FOR ME.	B-2 gives the object to B-1 who keeps it.
12. Points to A-2; holds up a hat.	SAY: THIS THING IS NEAR B-1.	THIS THING IS NEAR B-1.	A-1 points to the object near B-1.
13. Points to the hat near B-1.	THIS THING IS NEAR B-1.	(Class says) THIS THING IS NEAR B-1.	They point to the hat near B-1.
14. Points to B-2; holds up a cat.	SAY: THIS THING IS NEAR ME.	THIS THING IS NEAR ME.	B-1 points to the object near B-2.
15. Points to A-1; holds up a flag.	SAY:		A-2 takes the object.
16. Points to A-1; holds up a stick.	SAY: THIS THING IS NEAR YOU.	THIS THING IS NEAR YOU.	A-2 points to his object.
17. Points to B-1; holds up a stick.	SAY:	THIS THING IS FOR ME.	B-2 gives him the object.
18. Points to B-1; holds up a stick.	SAY:	THIS THING IS NEAR ME.	B-2 points to B-1's object.
19. Points to A-2; holds up a stick.	SAY:	THIS THING IS NEAR B-1.	A-1 points to B-1's object.
20. Points to A-2; holds up a dog.	SAY:	THIS THING IS FOR B-2.	A-1 gives the object to B-2.
21. Points to B-2; holds up a ball.	SAY:	THIS THING IS FOR A-1.	B-1 gives the object to B-1.
22. Points to B-2; holds up a ball.	SAY:	THIS THING IS NEAR A-1.	B-1 points to A-1's object.

#77

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) The following picture cards (Set #1) mixed and face down on the table.

a red stick
a red ball
a red hat
a green stick

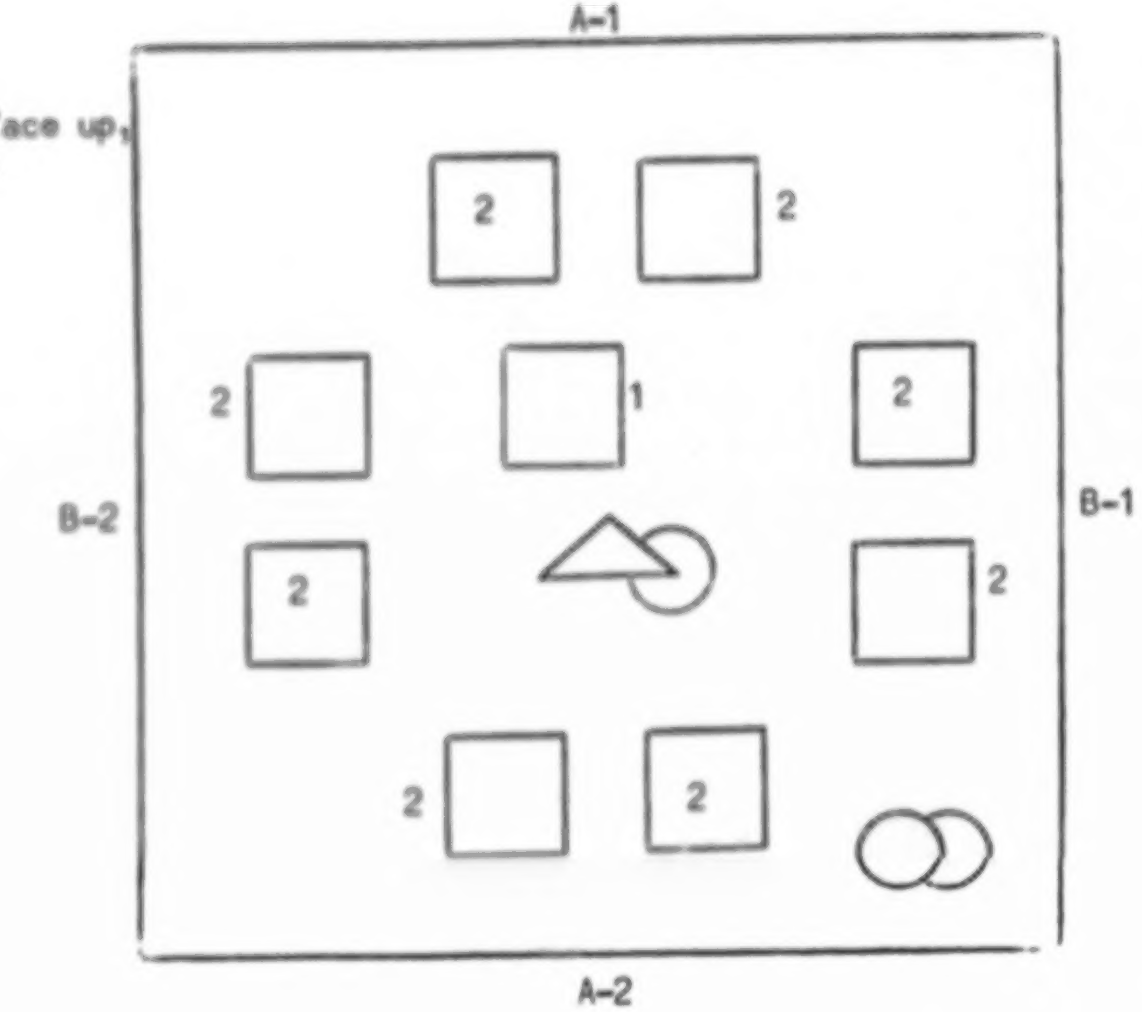
a blue boat
a blue flag
a yellow cat
a yellow dog

3) Set #2 picture cards, identical to Set #1, given to the pupils, two to each pupil.

4) Counters.

Aim: To get counters.

Starting Position: Each pupil turns one of his cards face up, and keeps the other card face down.



Description of Play:

A-1: Takes a Set #1 card (a red stick).
B-1 has the matching Set #2 card, so he says: THIS THING IS FOR B-1.
A-2 gives the matching object to B-1.
The cards and the object match.
B-1 turns his matching Set #2 card face down, and keeps the object; then, he turns his other Set #2 card face up.
The Set #1 card is returned to the pack, and A-1 takes a counter for the team.

B-1: Takes a Set #1 card (a blue boat).
No one has the matching Set #2 card, so he shows the card and returns it to the pack.
He takes another Set #1 card (a blue flag).
B-2 has the matching Set #2 card.
B-1 says: THIS THING IS FOR YOU.
B-2 takes the matching object.
The cards and the object match.
B-2 turns his matching Set #2 card face down, and keeps the object; then, he turns his other Set #2 card face up.
The Set #1 card is returned to the pack, and B-1 takes a counter for the team.

A-2: Takes a Set #1 card (a red stick).
B-1 has the matching object, so A-2 says: THIS THING IS NEAR B-1.
A-1 points to the object near B-1.
The card and the object match.
The card is returned to the pack, and A-2 takes a counter for the team.

*B-2: Takes a Set #1 card (a red stick).
B-1 has the matching object, but B-2 says: THIS THING IS FOR YOU.
B-1 takes a yellow shapee dog.
The object and B-1's other Set #2 card match, but the Set #1 card does not match them.
The Set #1 card is returned to the pack.

A-1: Takes a Set #1 card (a yellow dog).
B-1 has the matching Set #2 card, so A-1 says: THIS THING IS FOR B-1.
A-2 gives the matching object to B-1.
The cards and the object match.
B-1 turns his matching Set #2 card face down, and keeps the object; then, he turns his other Set #2 card face up, and returns his other object (a red stick) to the table.**

*A mistake has been included in this description.

**A player cannot keep more than one object at a time. If he has one object and gets another, he must return the first object to the table.

UNIT #78

Pattern:	THIS	THING	IS	FOR	MY	CARD.
				ON	YOUR	
					HIS	
					HER	

Teaching Point:

The Presentation is especially useful for a mixed class, because it practices the "his"/"her" contrast in a natural situation. For example, when A-1 refers to B-2, he may point at B-2, while saying THIS THING IS FOR HIS or HER CARD, depending on whether B-2 is a boy or girl. Check the correctness of Step #5 by pointing to various A-1's and asking them to repeat the request. Do the same with Steps #7, #13, #15, and #16.

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#78

PRESENTATION

Teacher needs: 1) The following shapee objects:

a red stick
a red ball
a red hat
a green stick
a blue boat
a blue flag
a yellow cat
a yellow dog

2) The following picture cards:

a red stick
a red ball
a red hat
a green stick
a blue boat
a blue flag
a yellow cat
a yellow dog

Each group needs: 1) The shapee objects from the previous Unit

2) The picture cards from the previous Unit.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1; holds up a card of a stick and one of a ball.	TAKE THESE CARDS. SHOW THEM.		He does it, keeping both face up.
2. Points to B-1; holds up a card of a hat and one of a stick.	TAKE THESE CARDS. SHOW THEM.		He does it, as above.
3. Points to A-2; holds up a card of a boat and one of a flag.	TAKE THESE CARDS. SHOW THEM.		He does it, as above.
4. Points to B-2; holds up a card of a cat and one of a dog.	TAKE THESE CARDS. SHOW THEM.		He does it, as above.
5. Points to A-1; holds up a cat; indicates B-2.	SAY: THIS THING IS FOR HIS CARD.*	THIS THING IS FOR HIS CARD.	A-1 points at B-2. A-2 puts the object on B-2's matching card.
6. Points to B-1; holds up a hat.	SAY: THIS THING IS FOR MY CARD.	THIS THING IS FOR MY CARD.	B-2 puts the object on B-1's matching card.

---

*If the class is mixed, rather than say "his" (for an all-boy class) or "her" (for an all-girl class), indicate B-2, saying neither "his" nor "her", but waiting for each A-1 to say the appropriate thing.

TEACHER		CLASS	#78
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
7. Points to A-2; holds up a hat.	SAY: THIS THING IS ON HIS CARD.	THIS THING IS ON HIS CARD.	A-1 points to the object on B-1's card.
8. Points to B-2; holds up a cat.	SAY: THIS THING IS ON MY CARD.	THIS THING IS ON MY CARD.	B-1 points to the object on B-2's card.
9. Points to A-1; holds up a stick.	SAY:	THIS THING IS FOR MY CARD.	A-2 puts the object on A-1's card.
10. Points to A-1; holds up a stick.	SAY: THIS THING IS ON MY CARD.	THIS THING IS ON MY CARD.	A-2 points to the object.
11. Points to B-1; holds up a cat.	SAY: THIS THING IS ON YOUR CARD.	THIS THING IS ON YOUR CARD.	B-2 points to the object on his own card.
12. Points to B-1; holds up a dog.	SAY:	THIS THING IS FOR YOUR CARD.	B-2 takes the object and puts it on his card.
13. Points to A-2; holds up a hat.	SAY:	THIS THING IS ON HIS CARD.	A-2 points at B-1; A-1 points to the object on B-1's card.
14. Points to A-2; holds up a flag.	SAY:	THIS THING IS FOR MY CARD.	A-1 puts the object on A-2's card.
15. Points to B-2; holds up a boat.	SAY:	THIS THING IS FOR HIS CARD.	B-2 points at A-1; B-1 puts the object on on A-1;s card.
16. Points to B-2; holds up a boat.	SAY:	THIS THING IS ON HIS CARD.	B-1 points to the object on A-1's card.

#78

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the previous Presentation.

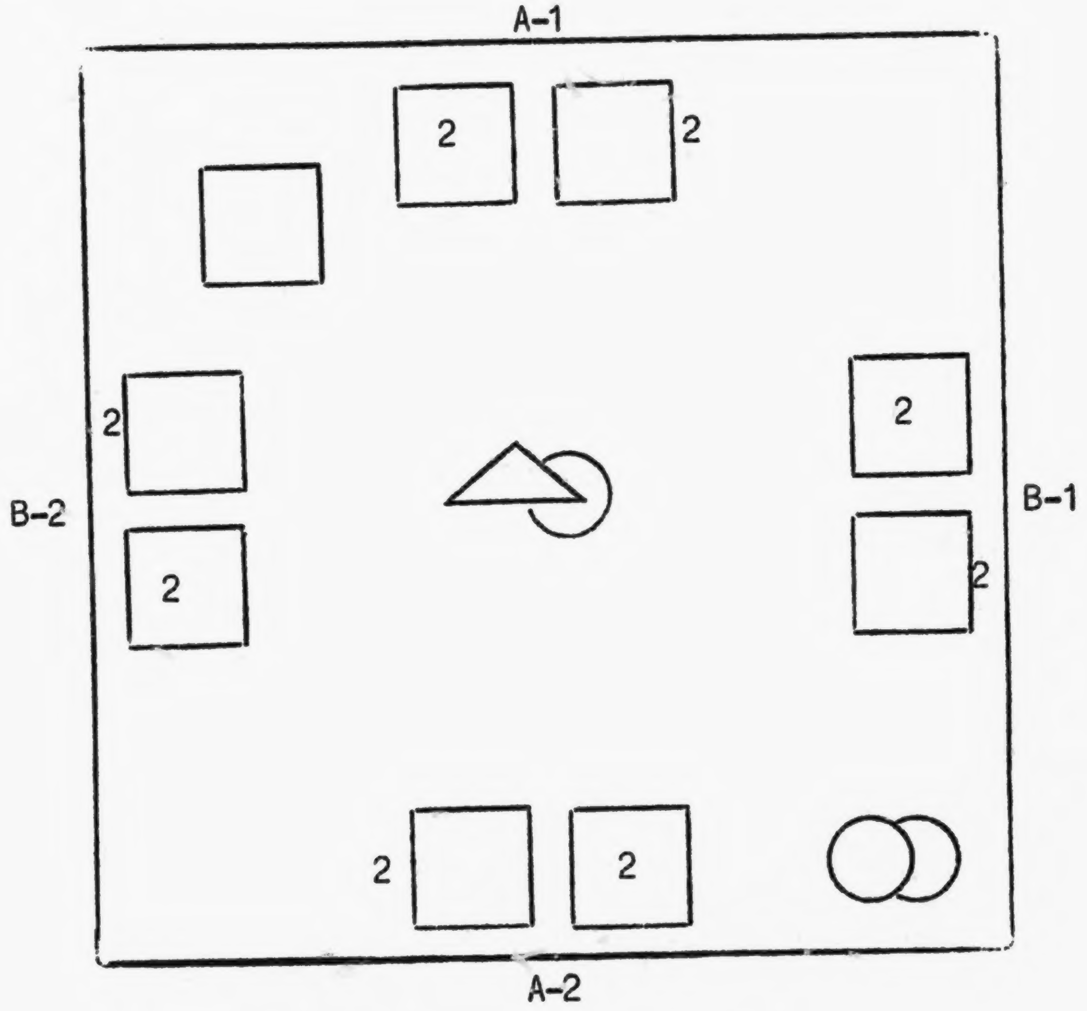
2) Set #1 picture cards (Set #1 from the previous Unit), mixed and face down on the table.

3) Set #2 picture cards (Set #2 from the Previous Unit), given to the pupils, two to each pupil.

4) Counters

Aim: For a team to get counters.

Starting Position: Each pupil turns one of his cards face up, and keeps the other face down.



Description of Play:

A-1: Takes a card from Set #1 (a red stick). B-1 has the matching Set #2 card.
A-1 says: THIS THING IS FOR HIS CARD.*
A-2 puts the matching object on B-1's card.
The cards and the object match, so A-1 returns the Set #1 card to the pack and takes a counter.
B-1 turns his second card face up.

B-1: Takes a card from Set #1 (a blue boat). No one has the matching Set #2 card.
He shows it, returns it to the pack, and takes another card (a blue flag). B-2 has the matching Set #2 card.
B-1 says: THIS THING IS FOR YOUR CARD.
B-2 takes the matching object and puts it on his card.
The cards and the object match, so B-1 returns the Set #1 card to the pack and takes a counter.
B-2 turns his second card face up.

A-2: Takes a card from Set #1 (a red stick). B-1 has the matching object.
A-2 says: THIS THING IS ON HIS CARD.*
A-1 points to the object on B-1's card.
The Set #1 card and the object match, so A-1 returns the Set #1 card to the pack and takes a counter.

**B-2: Takes a card from Set #1 (a blue flag). He has the object.
He says: THIS THING IS FOR MY CARD.
B-1 puts the green stick on B-2's card showing a green stick.
The Set #1 card does not match the object or the Set #2 card, so B-2 returns it to the pack. The object is returned to the table.

A-1: Takes a card from Set #1 (a green stick). B-2 has the matching Set #2 card.
He says: THIS THING IS FOR HIS CARD.*
A-2 puts the object on B-2's card. The cards and the object match.
A-1 returns the Set #1 card to the pack and takes a counter
B-2 returns his other object (a blue flag) to the table. (No one may keep more than one object.)

*The speaker says HIS or HER depending on the real situation. He can point to whichever member of the opposite team he is referring to. This is not a mistake.

**A mistake has been included in this description.

UNIT #79

Pattern:	THIS	WHEEL	IS	FOR	THE	RED	CAR.
		LEG				BLUE	DOG
		ROOF				GREEN	HOUSE
		HEAD				YELLOW	BIRD

Teaching Points:

1. The Presentation introduces "roof" and "wheel."
2. Save the objects from this Unit for use in the following Unit.

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#79

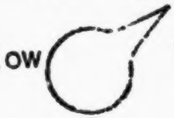
PRESENTATION

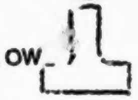
Teacher needs: 1) The following shapee objects:

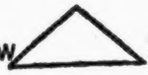
a red bird	a green bird
a blue car	a yellow car
a red dog	a green dog
a blue house	a yellow house

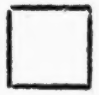
2) A bag.

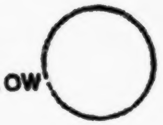
Each group needs: 1) The following shapee pieces:

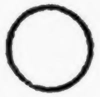
1 red/1 blue/1 green/1 yellow 

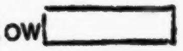
1 red/1 blue/1 green/1 yellow 

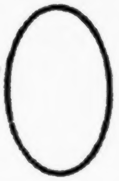
1 red/1 blue/1 green/1 yellow 

1 red/1 blue/1 green/1 yellow 

1 red/1 blue/1 green/1 yellow 

5 red/5 blue/5 green/5 yellow 

2 red/2 blue/2 green/2 yellow 

2 red/2 blue/2 green/2 yellow 

2) A bag.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	MAKE A BIRD AND A HOUSE. A-1 MAKE THEM RED. B-1 MAKE THEM BLUE. A-2 MAKE THEM YELLOW. B-2 MAKE THEM GREEN.		They do it.
2. Holds up a red bird; pulls off its head.	A HEAD.	A HEAD	They pull the heads off their birds.
3. Points to A-1; holds up a red head; puts it on the body.	SAY: THIS HEAD IS FOR THE RED BIRD.	THIS HEAD IS FOR THE RED BIRD.	A-1 holds up the head; then puts it on the body.
4. Points to B-2; holds up a green head.	SAY: THIS HEAD IS FOR THE GREEN BIRD.	THIS HEAD IS FOR THE GREEN BIRD.	B-2 holds up the green head; puts head and body together.
5. Points to B-1.	SAY:	THIS HEAD IS FOR THE BLUE BIRD.	B-1 holds up the blue head; puts head and body together.
6. Holds up a blue house; pulls off its roof.	A ROOF	A ROOF	They pull the roofs off their houses.

#79

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
7.	Points to B-1; holds up a blue roof.	SAY: THIS ROOF IS FOR THE BLUE HOUSE.	THIS ROOF IS FOR THE BLUE HOUSE.	B-1 holds up the blue roof; puts it on the house.
8.	Points to A-2; holds up a yellow roof.	SAY: THIS ROOF...	THIS ROOF IS FOR THE YELLOW HOUSE.	B-2 holds up the yellow roof; puts it on the house.
9.	Points to A-1; holds up a red roof.	SAY:	THIS ROOF IS FOR THE RED HOUSE.	A-1 holds up the red roof; puts it on the house.
10.		MAKE A DOG AND A CAR. A-1, MAKE THEM YELLOW. B-1, MAKE THEM GREEN. A-2, MAKE THEM BLUE. B-2, MAKE THEM RED.		They do it.
11.	Holds up a yellow car; pulls off a wheel.	A WHEEL	A WHEEL	They pull a wheel off their cars.
12.	Points to A-1; holds up a yellow wheel.	SAY: THIS WHEEL IS FOR THE YELLOW CAR.	THIS WHEEL IS FOR THE RED CAR.	A-1 puts a wheel on his car.
13.	Holds up a red wheel.	THIS WHEEL IS FOR THE RED CAR.	THIS WHEEL IS FOR THE RED CAR.	
14.	Holds up a green dog; pulls off a leg.	A LEG	A LEG	They pull a leg off their dog.
15.	Holds up a green leg.		THIS LEG IS FOR THE GREEN DOG.	
16.	Pulls the roof off a house; puts it in the bag.	A ROOF	A ROOF	
17.	Pulls the head off a bird; puts it in the bag.	A HEAD	A HEAD	Each pupil pulls the roof off his house; puts it in the bag.
18.	Pulls a wheel off a car; puts it in the bag.	A WHEEL	WHEEL	They do the same, as above.
19.	Repeats the same with a dog.	A LEG	A LEG	They do the same, as above.

#79

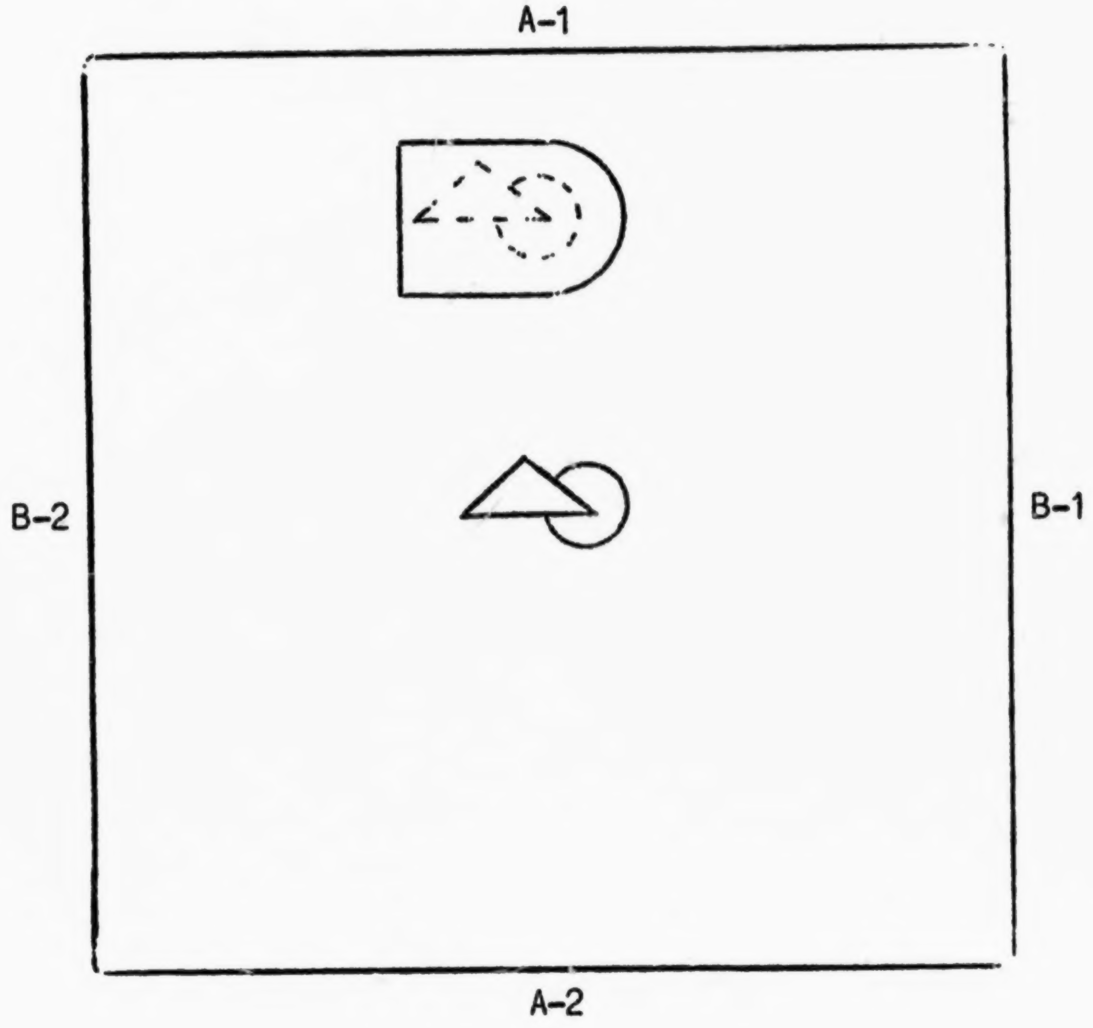
COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) A bag, containing the shapee pieces placed in it during the Presentation.

Aim: For a team to get four completed objects.(An object becomes the property of the team that completes it.)

Starting Position:



Description of Play:

A-1: Takes a piece from the bag (a green head).
He does not show it.
He says: THIS HEAD IS FOR THE GREEN BIRD.
A-2 takes the incomplete green bird from the table.
A-1 gives him the head. A-2 puts it on. Head and body match.
The A team keeps the completed object.

B-1: Takes a piece from the bag (a red leg).
He does not show it.
He says: THIS LEG IS FOR THE RED DOG.
B-2 takes the incomplete red dog from the table.
B-1 gives him the leg. B-2 puts it on. Leg and body match.
The B team keeps the completed object.

*A-2: Takes a piece from the bag (a blue head).
He does not show it.
He says: THIS LEG IS FOR THE BLUE BIRD.
A-1 takes the incomplete blue dog from the table.
The pieces do not match.
The head is returned to the bag, the dog body is returned to the table.

B-2: Takes a piece from the bag (a blue leg).
He does not show it.
He says: THIS LEG IS FOR THE BLUE DOG.
B-1 takes the incomplete blue dog from the table.
B-2 gives him the leg. B-2 puts it on. Leg and body match.
The B team keeps the completed object.

*A mistake has been included in this description.

UNIT #80 (TEST UNIT)

Pattern:	THIS	WHEEL	IS	FOR	THE	RED	CAR.
		LEG				BLUE	DOG
		ROOF				GREEN	HOUSE
		HEAD				YELLOW	CAT

Teaching Points:

1. The Presentation reviews the following nouns: wheel, roof, leg, head.

2. This activity differs from the previous one in an important detail. In the previous activity, only one turn was necessary to complete an object. In this one, one turn is required to complete a cat (putting on the tail), a house or a bird, two turns are required to complete a dog (2 legs, one per turn), four turns are required to complete a car (4 wheels, one per turn).

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#80 (Test Unit)

PRESENTATION

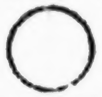
Teacher needs: 1) The following shapee objects:

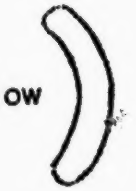
a yellow cat	a blue car
a red cat	a green bird
a red dog	a green dog
a blue house	a yellow house
a red bird	a yellow car.

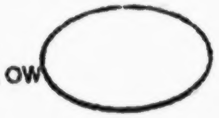
2) A bag.

Each group needs: 1) The objects from the previous Unit.

2) The following shapee pieces:

1 red/1 blue/1 green/1 yellow 

1 red/1 blue/1 green/1 yellow 

1 red/1 blue/1 green/1 yellow 

3) A bag.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	MAKE A BIRD AND A HOUSE. A-1, MAKE THEM RED. B-1, MAKE THEM BLUE. A-2, MAKE THEM GREEN. B-2, MAKE THEM YELLOW.		They do it, showing their objects.
2.	MAKE A CAR, A CAT AND A DOG. A-1, MAKE THEM RED. B-1, MAKE THEM BLUE. A-2, MAKE THEM GREEN. B-2, MAKE THEM YELLOW.		
3. Holds up a red cat; pulls off its tail; indicates tail.	THIS TAIL IS FOR THE RED CAT.	THIS TAIL IS FOR THE RED CAT.	
4. Puts the red tail on the cat; holds up a yellow tail.		THIS TAIL IS FOR THE YELLOW CAT.	
5. Puts the yellow tail on the cat; holds up the red dog; pulls off both legs; indicates a leg.		THIS LEG IS FOR THE BIG RED DOG. THIS LEG IS FOR THE BIG RED DOG.	They pull both legs off their dogs.

TEACHER		CLASS	#80 (Test Unit)
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
6. Puts on one leg; holds up the dog in one hand, the second leg in the other hand.		THIS LEG IS FOR THE BIG RED DOG.	
7. Holds up a green car; pulls off all the wheels; indicates a green wheel.		THIS WHEEL IS FOR THE GREEN CAR.	
8. Puts it on the car; holds up another wheel.		THIS WHEEL IS FOR THE GREEN CAR.	
9. Puts the second wheel on the car; holds up the third wheel.		THIS WHEEL IS FOR THE GREEN CAR.	
10. Puts the third wheel on the car; holds up the fourth wheel.		THIS WHEEL IS FOR THE GREEN CAR.	
11. Holds up a blue bird; pulls off its head; indicates the head.		THIS HEAD IS FOR THE BLUE BIRD.	
12. Holds up a red house; pulls off its roof; indicates the roof.		THIS ROOF IS FOR THE RED HOUSE.	
13. Holds up the bag and a red tail; puts the tail in the bag.	PUT THE TAILS IN THE BAG.		They take their objects apart and put the required pieces in the bag These actions are repeated in Steps 14 - 17.
14. Puts 4 wheels in the bag.	PUT THE WHEELS IN THE BAG.		
15. Puts the roof in the bag.	PUT THE ROOFS IN THE BAG.		
16. Puts the bird heads in the bag.	PUT THE HEADS IN THE BAG.		
17. Puts the legs in the bag.	PUT THE LEGS IN THE BAG.		

#80 (Test Unit)

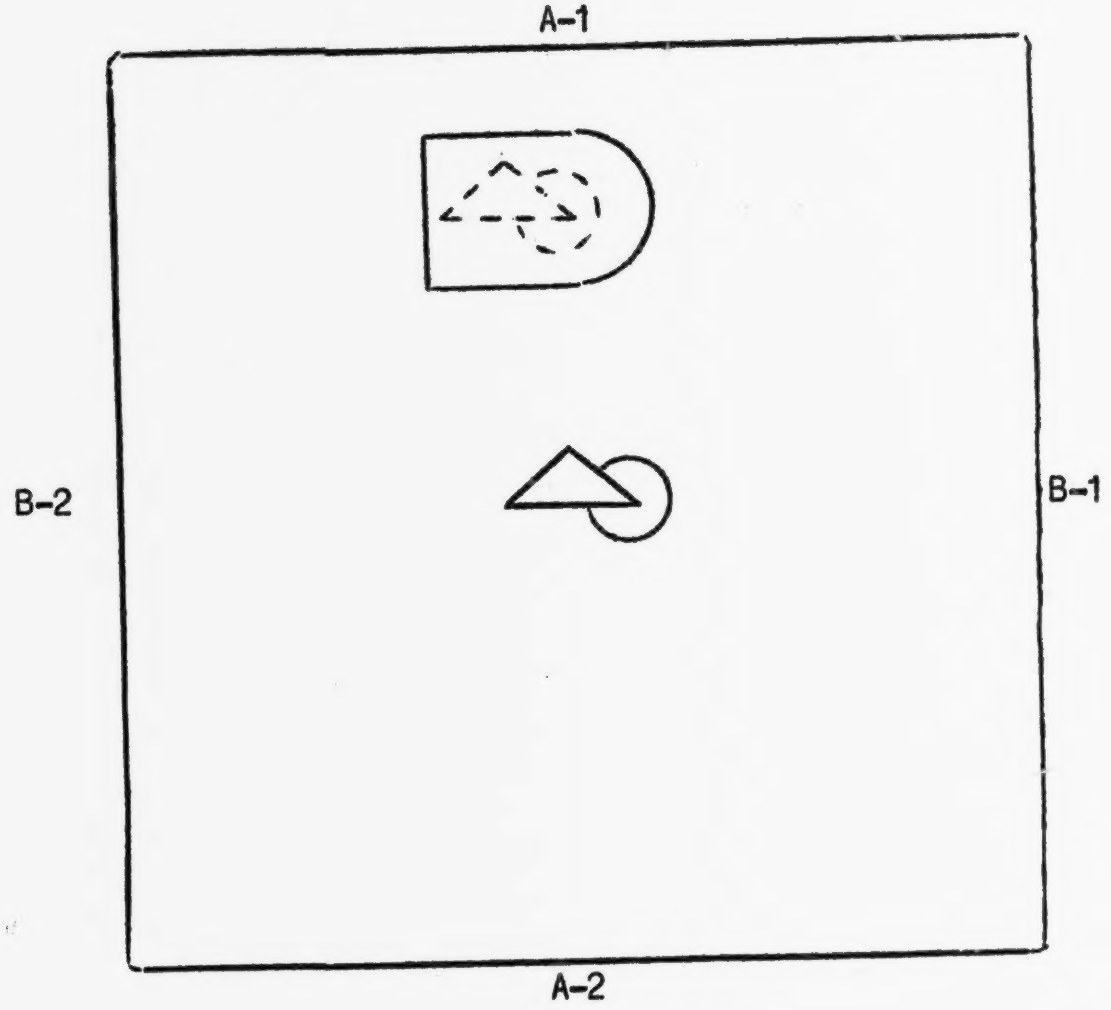
COMMUNICATION ACTIVITY

Materials needed: 10 The shapee objects from the previous Unit.

2) A bag containing the shapee pieces placed in it during the Presentation.

Aim: For a team to get four completed objects.

Starting Position:



Description of Play:

A-1: Takes a piece from the bag (a red wheel).
He does not show it.
He says: THIS WHEEL IS FOR THE RED CAR.
A-2 takes the incomplete red car from the table.
A-1 gives him the wheel.
A-2 puts it on. Wheel and body match.
The object is not yet completed. It must be returned to the table.

B-1: Takes a piece from the bag (a yellow tail).
He does not show it.
He says: THIS TAIL IS FOR THE YELLOW CAT.
B-2 takes the incomplete yellow cat from the table.
B-1 gives him the tail.
B-2 puts it on. Tail and body match.
The object is complete. The B team keeps it.

A-2: Takes a piece from the bag (a blue leg).
He does not show it.
He says: THIS LEG IS FOR THE BLUE DOG.
A-1 takes the incomplete blue dog from the table.
A-2 gives him the leg.
A-1 puts it on. Leg and body match.
The object is not yet completed. It must be returned to the table.
*B-2: Takes a piece from the bag (a blue tail).
He does not show it.
He says: THIS LEG IS FOR THE BLUE DOG.
B-1 takes the incomplete blue dog from the table.
B-2 gives him the tail.
The tail does not match the body.
The tail is returned to the bag, and the body is returned to the table.

A-1: Takes a piece from the bag (a blue leg).
He does not show it.
He says: THIS LEG IS FOR THE BLUE DOG.
A-2 takes the incomplete blue dog from the table.
A-1 gives him the leg.
A-2 puts it on. Leg and body match.
The object is complete. The A team keeps it.

*A mistake has been included in this description.

AA000114

FINAL REPORT

Project No. HE-084
Grant No. SAE 4-10-027

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

Appendix I.

Part 3

Communication Activities 81-125

January 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

ED 018 676

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

GERALD DYKSTRA
Principal Investigator

Appendix I.

Part 3

Communication Activities 81-125

January 1967

Teachers College, Columbia University
New York, New York

Council for Public Schools, Inc.
Boston, Mass.

UNIT #81

Pattern:	TAKE	A	CART	FROM	MY	PAPER.	(AND	A	HOUSE	FROM	B-1's	PAPER.)
			CAT		YOUR				BIRD			
			COAT		B-1's				STICK			
			FISH		B-2's				BALL			
			BALL						FISH			
			STICK						COAT			
			BIRD						CAT			
			HOUSE						BED			
			BED						CART			

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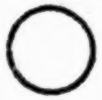
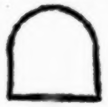
PRESENTATION

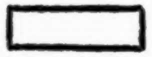
Teacher needs: The following shapee objects:

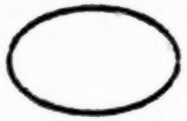
a red cart	a red bird
a yellow cart	a blue house
a red cat	a red fish
a yellow cat	a red ball
a blue bird	a blue fish
a blue ball	a red house
a blue bed	a green stick
a red coat	

Each group needs: 1) The following shapee pieces:

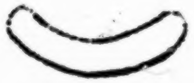
4 red/3 yellow/1 blue 

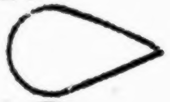
1 red/1 yellow 

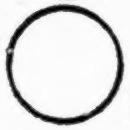
1 red/1 yellow/2 blue 

2 red/1 blue/1 yellow 

1 red/4 blue

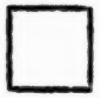
2 red/1 blue/1 yellow 

1 red/1 blue 

1 red/1 blue 

1 red/1 yellow

1 red/1 blue

1 red/1 blue 

1 green

2) Four papers.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a paper.	TAKE A PAPER. PUT IT IN FRONT OF YOU.		They do it.
2. Points to A-1.	MAKE A RED CART AND A RED BIRD. PUT THEM ON YOUR PAPER.		He does it.
3. Points to B-1.	MAKE A YELLOW CART AND A BLUE BIRD. PUT THEM ON YOUR PAPER.		He does it.
4. Points to A-2.	MAKE A RED CAT AND A BLUE HOUSE. PUT THEM ON YOUR PAPER.		He does it.
5. Points to B-2.	MAKE A YELLOW CAT AND A RED HOUSE. PUT THEM ON YOUR PAPER.		He does it.
6. Points to A-1.	MAKE A RED FISH AND A GREEN STICK. PUT THEM ON YOUR PAPER.		He does it.
7. Points to E-1.	MAKE A BLUE FISH AND A BLUE BED. PUT THEM ON YOUR PAPER.		He does it.
8. Points to A-2.	TAKE A BLUE BALL AND A RED COAT. PUT THEM ON YOUR PAPER.		He does it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9.	Points to B-2.	TAKE A RED BALL AND MAKE A BLUE BED; PUT THEM ON YOUR PAPER.		He does it.
10.	Stands by the demonstration group to observe how the objects are distributed; points to A-1; holds up a red cart and a yellow cart.	SAY: TAKE A CART FROM MY PAPER AND A CART FROM B-1's PAPER.	TAKE A CART FROM MY PAPER AND A CART FROM B-1's PAPER.	A-2 takes the objects; then, returns them to A-1 and B-1.
11.	Points to B-1; holds up a blue house and a red bird.	SAY: TAKE A HOUSE FROM A-2's PAPER AND A BIRD FROM A-1's PAPER.	TAKE A HOUSE FROM A-2's PAPER AND A BIRD FROM A-1's PAPER.	B-2 does it, as above.
12.	Points to A-2; holds up a blue ball and a blue bird.	SAY: TAKE A BALL FROM MY PAPER AND A BIRD FROM B-1's PAPER.	TAKE A BALL FROM MY PAPER AND A BIRD FROM B-1's PAPER.	A-1 does it, as above.
13.	Points to B-2; holds up a green stick.	SAY: TAKE A STICK FROM A-1's PAPER.	TAKE A STICK FROM A-1's PAPER.	B-1 does it, as above.
14.	Points to A-1; holds up a red cat and a yellow cat.	SAY:	TAKE A CAT FROM YOUR PAPER AND A CAT FROM B-2's PAPER	A-2 does it, as above.
15.	Points to B-1; holds up a red fish and a red ball.	SAY:	TAKE A FISH FROM A-1's PAPER AND A BALL.	B-2 does it, as above.
16.	Points to A-2; holds up a blue fish and a red house.	SAY:	TAKE A FISH FROM B-1's PAPER AND A HOUSE FROM B-2's PAPER.	A-1 does it, as above.
17.	Points to B-2; holds up 2 blue beds.	SAY:	TAKE A BED FROM YOUR PAPER AND A BED FROM MY PAPER.	B-1 does it, as above.

#81

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made and distributed in the Presentation (each player has four different objects, (i.e., no one has more than one cat or bird, etc.).

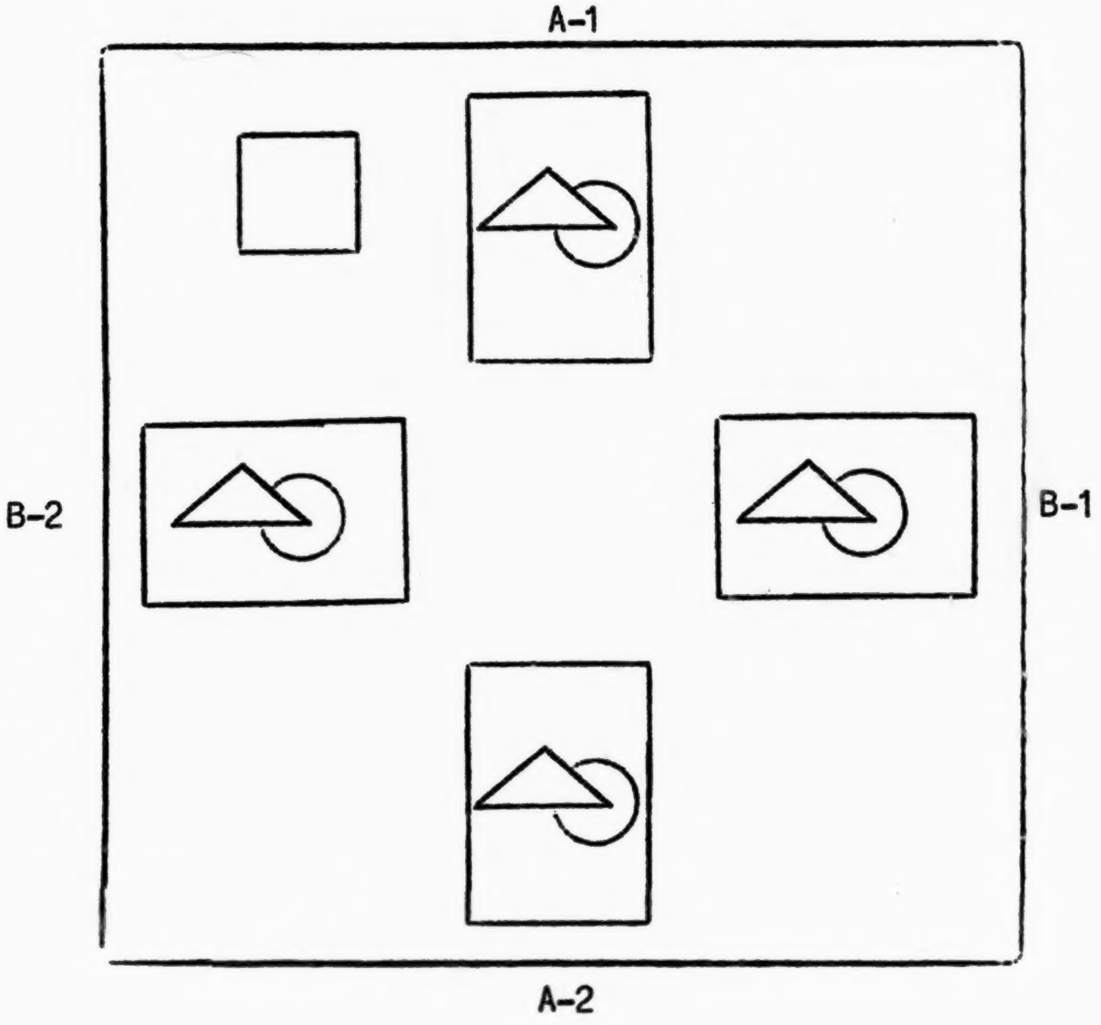
2) The following picture cards, mixed and face down on the table:

a red cart and a yellow cart
a red cat and a yellow cat
a blue bird and a blue ball
a red bird and a blue house
a red fish and a red ball
a blue fish and a red house
2 blue beds
a green stick
a red coat

3) 4 papers (one for each pupil).

Aim: For a team to get eight objects.

Starting Position: Each pupil places his four objects on his paper (one object in each corner).



Description of Play

A-1: Takes a card (a red cart and a yellow one).
A-2 has the red shapee cart and B-2 has the yellow shapee cart.
A-1 says: TAKE A CART FROM YOUR PAPER AND A CART FROM B-2's PAPER.
A-2 takes the objects. They match the card.
The card is discarded, and the A team keeps the objects (to one side).

B-1: Takes a card (2 blue beds).
He has a blue shapee bed and A-1 has a blue shapee bed.
He says: TAKE A BED FROM MY PAPER AND A BED FROM A-1's PAPER.
B-2 takes the objects. They match the card.
The card is discarded, and the B team keeps the objects.

*A-2: Takes a card (a blue bird and a blue ball).
He has the blue shapee bird and B-2 has a blue shapee ball.
He says: TAKE THE BALL FROM MY PAPER AND THE BIRD FROM B-2's PAPER.
A-1 takes a red shapee ball from A-2's paper and a blue shapee ball from B-2's paper.
The objects do not match the card.
The objects are returned to their papers, and the card to the pack.

B-2: Takes a card (a green stick).
A-1 has the green shapee stick.
B-2 says: TAKE A STICK FROM A-1's PAPER.
B-1 takes the object. It matches the card.
The card is discarded, and the B team keeps the object.

*A mistake has been included in this description.

UNIT #82

Pattern:	THE	BIRD	WANTS	TO	GO	TO	THE	HOUSE.
		DOG						TREE
		CAT						

Teaching Points:

1. The Presentation introduces "wants to go" (verb + infinitive).

2. The cut-out page used for the Presentation includes a wormy apple, a bone, and a bottle of milk. These items are meant to help the pupils understand the word "want." For example, the cat "wants" to go to the house because there is some milk there. If the milk bottle cut-out is not clear to the pupils, you might make your own cut-out of a dish, jug, or carton of milk (whichever is most familiar to the class).

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#82

PRESENTATION

Teacher needs:

1) The following pages from the Picture Book:

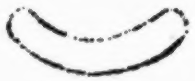
   a house   a tree

2) The attached cut-out page

3) The following shapee objects:

   a red dog
   a red cat
   a red bird

Each group needs: The following shapee pieces:

2 red
1 red 
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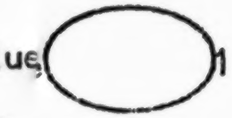
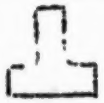
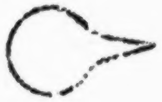
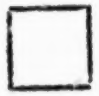
2 red/1 blue 
1 red 
1 blue
1 red
1 red 
1 blue 

TEACHER		CLASS
DOES THIS	SAYS THIS	SAYS THIS
1. Hangs the pictures of the house and the tree at opposite corners of the board; holds the bone against the house, and the shapee bog in the other hand.	THE DOG WANTS TO GO TO THE HOUSE.	THE DOG WANTS TO GO TO THE HOUSE.
2. Brings the dog close to the house.	THE DOG WANTS TO GO TO THE HOUSE.	THE DOG WANTS TO GO TO THE HOUSE.
3. Brings the dog into the house with the bone; sets the bone aside.		
4. Holds the cat against the tree and the dog in the other hand.	THE DOG WANTS TO GO TO THE TREE.	THE DOG WANTS TO GO TO THE TREE.
5. Brings the dog close to the tree.	THE DOG WANTS TO GO TO THE TREE.	THE DOG WANTS TO GO TO THE TREE.
6. Brings the dog into the tree with the cat;* sets the dog aside.		
7. Holds the milk bottle against the house, and the cat in the other hand.	THE CAT WANTS TO GO TO THE HOUSE.	THE CAT WANTS TO GO TO THE HOUSE.

*To make this step more lively, you might act out a fight between the dog and cat.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
8.	Brings the cat close to the house.		THE CAT WANTS TO GO TO THE HOUSE.	
9.	Brings the cat into the house with the milk bottle; sets the bottle aside.			
10.	Holds the bird against the tree, and the cat in the other hand.	THE CAT WANTS TO GO TO THE TREE.	THE CAT WANTS TO GO TO THE TREE.	
11.	Brings the cat close to the tree.		THE CAT WANTS TO GO TO THE TREE.	
12.	Brings the cat into the tree with the bird; sets the cat aside.			
13.	Holds the wormy apple against the tree and the bird in the other hand.	THE BIRD WANTS TO GO TO THE TREE.	THE BIRD WANTS TO GO TO THE TREE.	
14.	Brings the bird close to the tree.		THE BIRD WANTS TO GO TO THE TREE.	
15.	Brings the bird into the tree with the wormy apple; sets the bird and the apple aside.			
16.	Holds up the dog; points to the house.	THE DOG WANTS TO GO TO THE HOUSE.	THE DOG WANTS TO GO TO THE HOUSE.	
17.	Holds up the dog; points to the tree.		THE DOG WANTS TO GO TO THE TREE.	
18.	Holds up the cat; points to the house.		THE CAT WANTS TO GO TO THE HOUSE.	
19.	Holds up the cat; points to the tree.		THE CAT WANTS TO GO TO THE TREE.	
20.	Holds up the bird; points to the tree.		THE BIRD WANTS TO GO TO THE TREE.	
21.	Points to A-1.	MAKE A BLUE TREE AND A BLUE HOUSE.		He does it.
22.	Points to B-1.	MAKE A RED CAT AND A RED BIRD.		He does it.
23.	Points to A-2.	MAKE A RED DOG.		He does it.

#82

COMMUNICATION ACTIVITY

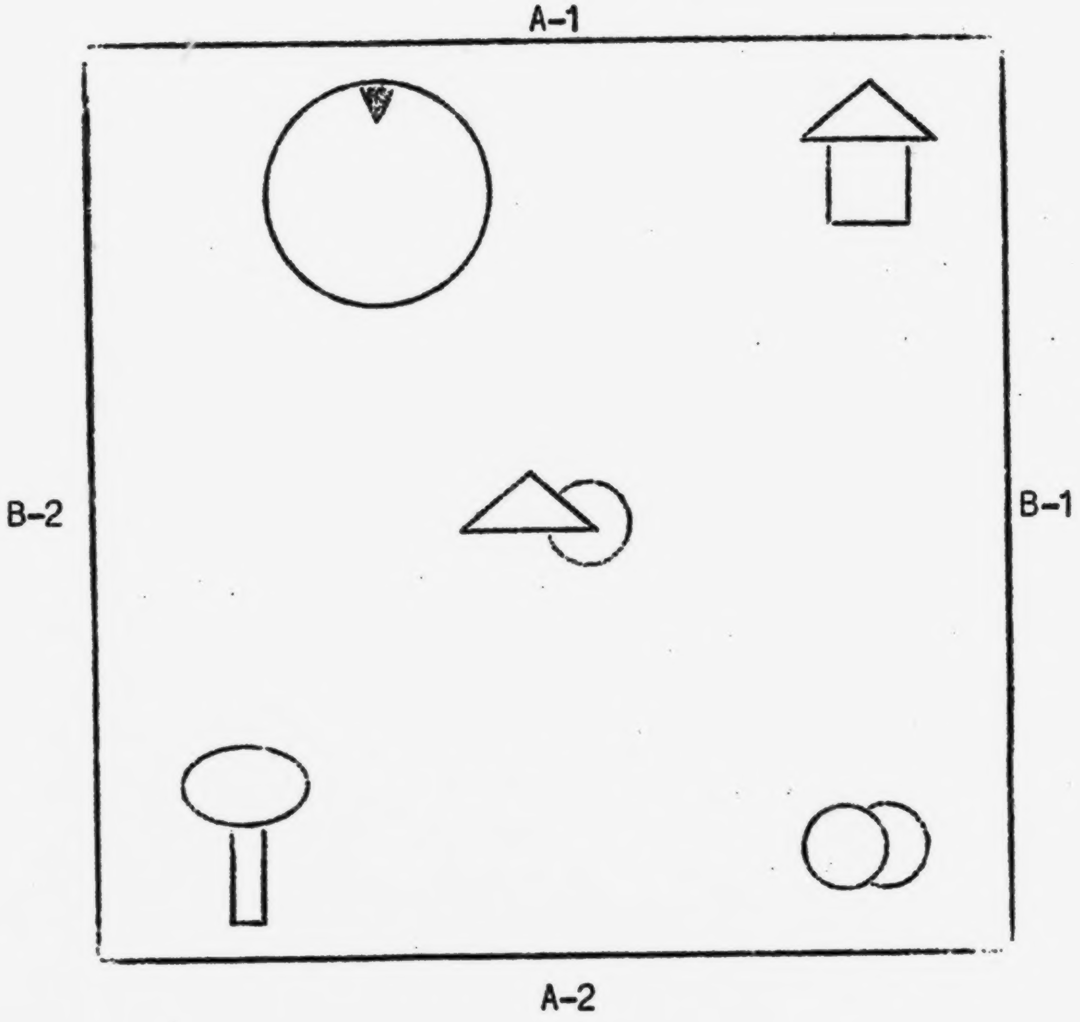
Materials needed: 1) Shapee objects made in the Presentation

2) Spinner cover #11

3) Counters.

Aim: To get counters.

Starting Position:



Description of Play:

A-1: Spins the spinner (a dog and a house).
He says: THE DOG WANTS TO GO TO THE HOUSE.
A-2 puts the shapee dog next to the house.
A-1 shows the spinner. The A team gets a counter.

B-1: Spins the spinner (a bird and a tree).
He says: THE BIRD WANTS TO GO TO THE TREE.
B-2 puts the bird next to the tree.
B-1 shows the spinner. The B team gets a counter.

*A-2: Spins the spinner (a dog and a house).
He says: THE DOG WANTS TO GO TO THE HOUSE.
A-1 puts the bird next to the house.
A-2 shows the spinner. The spinner does not match the shapee objects.
The shapee bird is returned to the table.

*A mistake has been included in this description.

UNIT #83A

Pattern:	I	HAVE	A	RED	BALL.				
				BLUE	STICK				
				GREEN		I	CAN	MATCH	IT.
				YELLOW			CANNOT		

Teaching Points:

1. The Presentation introduces "can" in contrast with "cannot." Be sure the pupils are all pronouncing the final -t in "cannot."
2. "Match" is also introduced in this Presentation. Act it out by holding up two matching objects together. This is how the pupils will act out "match" in the activity (see the Description of Play).
3. Save the objects from this Unit for use in the following Unit.
4. Unit 83B uses the alternate form "I've got." Use the Unit which teaches the form standard to you, and discard the other Unit.

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#83A

PRESENTATION

Teacher needs: The following shapee objects:

a red ball
a green ball
a yellow ball
a blue ball

a red stick
a green stick
a yellow stick
a blue stick

Each group needs: 1) The following shapee pieces:

2 red/2 blue/2 green/2 yellow ○

2 red/2 blue/2 green/2 yellow ▭

2) A bag.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	TAKE A RED BALL AND A YELLOW ONE.		He does it and keeps the objects.
2.	Points to B-1.	TAKE A GREEN BALL AND A YELLOW ONE.		He does it.
3.	Points to A-2.	TAKE A RED BALL AND A BLUE ONE.		He does it.
4.	Points to B-2.	TAKE A GREEN BALL AND A BLUE ONE.		He does it.
5.	Points to A-1.	TAKE A GREEN STICK AND A BLUE ONE.		He does it.
6.	Points to B-1.	TAKE A RED STICK AND A BLUE ONE.		He does it.
7.	Points to A-2.	TAKE A GREEN STICK AND A YELLOW ONE.		He does it.
8.	Points to B-2.	TAKE A RED STICK AND A YELLOW ONE.		He does it.
9.	Stands by demonstration group; points to A-1 and to A-1's red ball.	SAY: I HAVE A RED BALL.	I HAVE A RED BALL.	
10.	Points to A-2's red ball.	SAY: I CAN MATCH IT.	I CAN MATCH IT.	
11.	Makes A-1 hold up his red ball, and A-2 hold up his; acts out "match."	SAY: I CAN MATCH IT.	(A-2 says) I CAN MATCH IT.	A-2 matches his object to A-1's object.
12.	Points to B-1 and to B-1's green ball.		(B-1 says) I HAVE A GREEN BALL.	

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
13.	Points to B-2's green ball.	SAY: I CAN MATCH IT.	I CAN MATCH IT.	B-1 and B-2 both hold out their objects and match them.
14.	Points to A-2 and to A-2's green stick.		(A-1 says) I HAVE A GREEN STICK.	
15.	Points to A-1's green stick.		(A-1 says) I CAN MATCH IT.	A-1 and A-2 both hold out their objects and match them.
16.	Points to B-2 and to B-2's red stick.		(B-2 says) I HAVE A RED STICK.	B-1 and B-2 both hold out their objects and match them.
17.	Points to A-1 and to A-1's yellow ball.		(A-1 says) I CAN MATCH IT.	
18.	Points to A-2, showing that he has no matching object.	SAY: I CANNOT MATCH IT.	I CANNOT MATCH IT.	
19.	Points to B-1 and to B-1's yellow ball.		(B-1 says) I HAVE A YELLOW BALL.	
20.	Points to B-2.	SAY: I CANNOT MATCH IT.	I CANNOT MATCH IT.	
21.	Points to A-2 and to A-2's yellow stick.		(A-2 says) I HAVE A YELLOW STICK.	
22.	Points to A-1.	SAY: I CANNOT MATCH IT.	I CANNOT MATCH IT.	
23.	Holds up a red ball in one hand, a red ball and a blue one in the other; indicates a red ball.	I CAN MATCH IT.	I CAN MATCH IT.	
24.	Matches the 2 red balls; indicates the blue ball.	I CANNOT MATCH IT.	I CANNOT MATCH IT.	

#83A

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects taken and distributed in the Presentation, as follows:

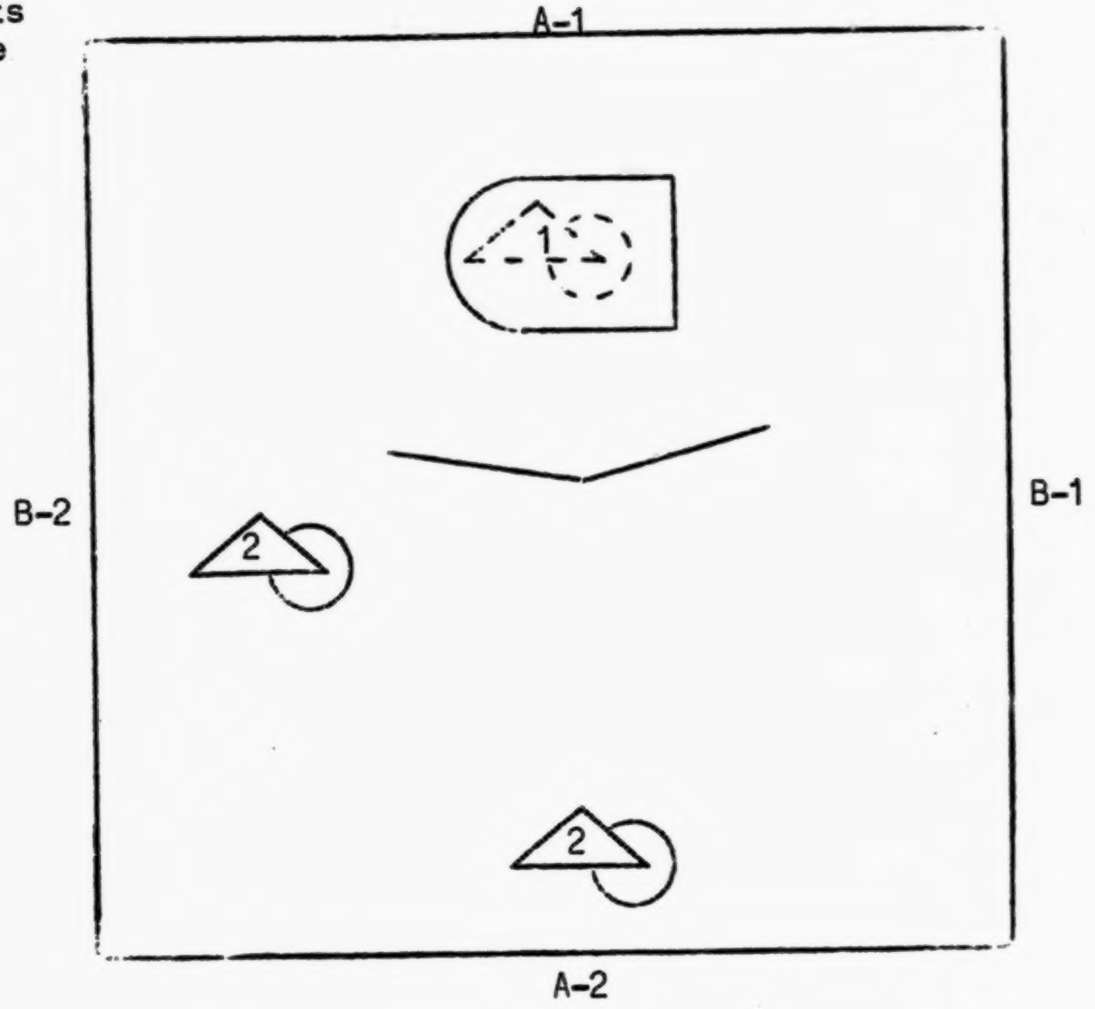
Set #1: one of each object, hidden in the bag
Set #2: identical to Set #1, given to A-2 and B-2, four objects to each. (Any four objects will do. The distribution is random).

2) A shield

3) A bag.

Aim: To get rid of one's Set #2 objects.

Starting Position: A-2 and B-2 each puts the four objects he took in the Presentation, into the bag (Set #1).



Description of Play:

A-1: Takes a Set #1 object from the bag (a red ball). He does not show it.
He says to A-2: I HAVE A RED BALL.
A-2 looks at his own Set #2 objects. He has a matching object.
He says: I CAN MATCH IT.
A-1 holds out his Set #1 red ball. A-2 holds out his Set #2 red ball. The objects match.
Both objects are discarded.

*B-1: Takes a Set #1 object from the bag (a yellow stick). He does not show it.
He says to B-2: I HAVE A YELLOW STICK.
B-2 looks at his own Set #2 objects. He does not have a matching object.
He says: I CANNOT MATCH IT.
B-2 holds out his Set #1 yellow stick. B-1 does not have a matching object to hold out.
B-2 returns the Set #1 object to the bag.

A-1: Takes a Set #1 object from the bag (a blue ball). He does not show it.
He says to A-2: I HAVE A BLUE BALL.
A-2 looks at his own Set #2 objects. He does not have a matching object.
He says: I CANNOT MATCH IT.
A-1 takes another Set #1 object from the bag (a green stick) and returns the first Set #1 object to the bag.
He says to A-2: I HAVE A GREEN STICK.
A-2 looks at his own Set #2 objects. He has a matching object.
He says: I CAN MATCH IT.
A-1 holds out his Set #1 green stick. A-2 holds out his Set #2 green stick. The objects match.
Both objects are discarded.

B-1: Takes a Set #1 object from the bag (a green ball). He does not show it.
He says to B-2: I HAVE A GREEN BALL.
B-2 looks at his own Set #2 objects. He has a matching object.
He says: I CAN MATCH IT.
B-1 holds out his Set #1 green ball. B-2 holds out his Set #2 green ball. The object match.
Both objects are discarded.*

*A mistake has been included in this description.
**When either A-2 or B-2 has gotten rid of all his Set #2 objects, the play is over.
Then the team-mates change places, and the activity is re-played.

UNIT #83B

Pattern:	I	HAVE	GOT	A	RED	BALL.				
					BLUE	STICK	I	CAN	MATCH	IT.
					GREEN					
								CANNOT		
					YELLOW					

Teaching Points:

1. The Presentation introduces "can" in contrast with "cannot." Be sure the pupils are all pronouncing the final -t in "cannot."

2. "Match" is also introduced in this Presentation. Act it out by holding up two matching objects together. This is how the pupils will act out "match" in the activity (see the Description of Play).

3. Save the objects from this Unit for use in the following Unit.

4. Unit 83A uses the alternate form "I have." Use the Unit which teaches the form standard to you, and discard the other Unit.

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#83B

PRESENTATION

Teacher needs: The following shapee objects:

a red ball	a red stick
a green ball	a green stick
a yellow ball	a yellow stick
a blue ball	a blue stick

Each group needs: 1) The following shapee pieces:

2 red/2 blue/2 green/2 yellow ○ 2 red/2 blue/2 green/2 yellow ▭

2) A bag.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	TAKE A RED BALL AND A YELLOW ONE.		He does it and keeps the objects.
2.	Points to B-1.	TAKE A GREEN BALL AND A YELLOW ONE.		He does it.
3.	Points to A-2.	TAKE A RED BALL AND A BLUE ONE.		He does it.
4.	Points to B-2.	TAKE A GREEN BALL AND A BLUE ONE.		He does it.
5.	Points to A-1.	TAKE A GREEN STICK AND A BLUE ONE.		He does it.
6.	Points to B-1.	TAKE A RED STICK AND A BLUE ONE.		He does it.
7.	Points to A-2.	TAKE A GREEN STICK AND A YELLOW ONE.		He does it.
8.	Points to B-2.	TAKE A RED STICK AND A YELLOW ONE.		He does it.
9.	Stands by demonstration group; points to A-1 and to A-1's red ball.	SAY: I'VE GOT A RED BALL.	I'VE GOT A RED BALL.	
10.	Points to A-2's red ball.	SAY: I CAN MATCH IT.	I CAN MATCH IT.	
11.	Makes A-1 holds up his red ball, and A-2 holds up his; acts out "match."	SAY: I CAN MATCH IT.	(A-2 says) I CAN MATCH IT.	A-2 matches his object to A-1's object.
12.	Points to B-1 and to B-1's green ball.		(B-1 says) I'VE GOT A GREEN BALL.	

TEACHER			CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
13.	Points to B-2's green ball.	SAY: I CAN MATCH IT.	I CAN MATCH IT.	B-1 and B-2 both hold out their objects and match them.
14.	Points to A-2 and to A-2's green stick.		(A-1 says) I HAVE A GREEN STICK.	
15.	Points to A-1's green stick.		(A-1 says) I CAN MATCH IT.	A-1 and A-2 both hold out their objects and match them.
16.	Points to B-2 and to B-2's red stick.		(B-2 says) I HAVE A RED STICK.	B-1 and B-2 both hold out their objects and match them.
17.	Points to A-1 and to A-1's yellow ball.		(A-1 says) I CAN MATCH IT.	
18.	Points to A-2, showing that he has no matching object.	SAY: I CANNOT MATCH IT.	I CANNOT MATCH IT.	
19.	Points to B-1 and to B-1's yellow ball.		(B-1 says) I HAVE A YELLOW BALL.	
20.	Points to B-2.	SAY: I CANNOT MATCH IT.	I CANNOT MATCH IT.	
21.	Points to A-2 and to A-2's yellow stick.		(A-2 says) I HAVE A YELLOW STICK.	
22.	Points to A-1.	SAY: I CANNOT MATCH IT.	I CANNOT MATCH IT.	
23.	Holds up a red ball in one hand, a red ball and a blue one in the other; indicates a red ball.	I CAN MATCH IT.	I CAN MATCH IT.	
24.	Matches the 2 red balls; indicates the blue ball.	I CANNOT MATCH IT.	I CANNOT MATCH IT.	
25.	Holds up the bag; points to A-1 and B-2.	PUT YOUR THINGS IN THE BAG.		Each puts his 4 objects in the bag.

#83B

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects taken and distributed in the Presentation, as follows:

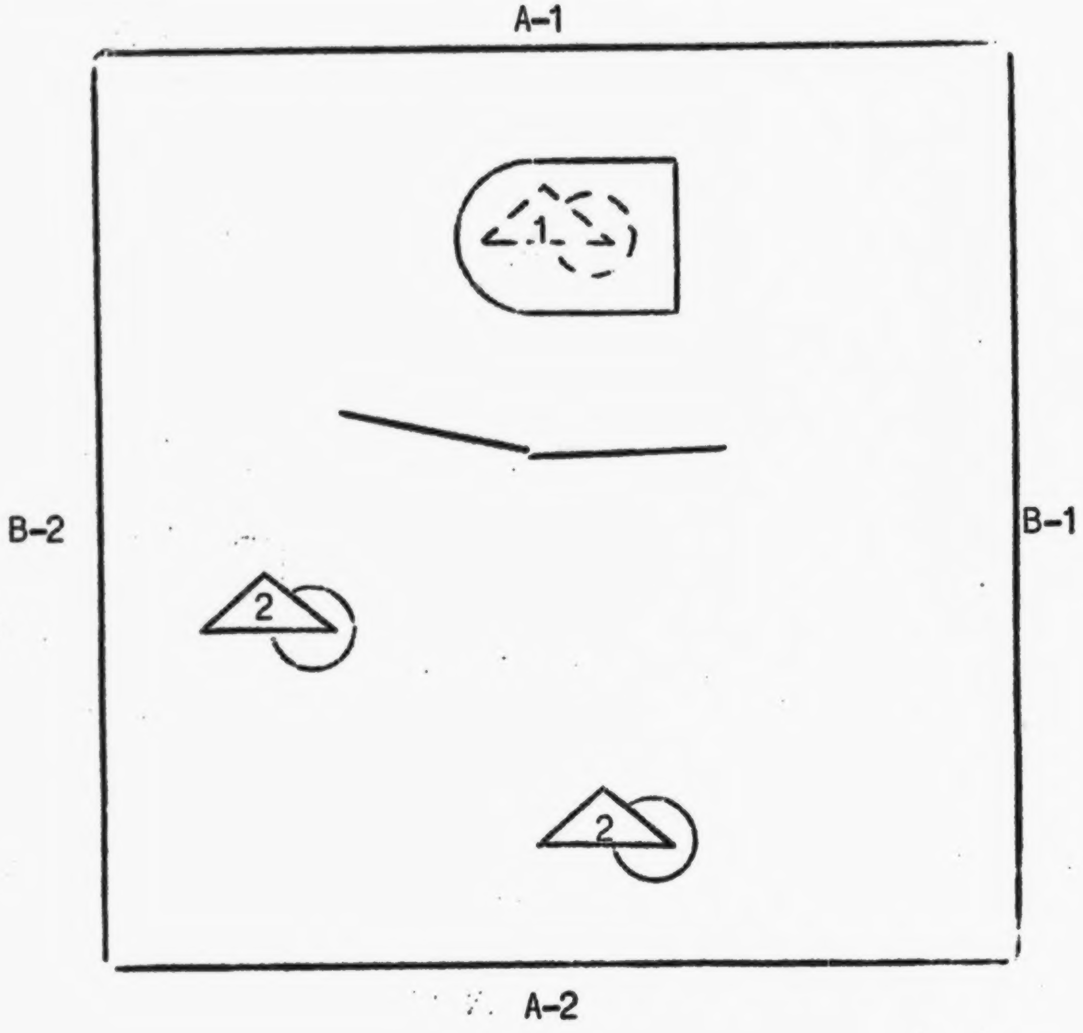
Set #1: one of each object, hidden in the bag
Set #2: identical to Set #1, given to A-2 and B-2, four objects to each (any four objects will do. The distribution is random).

2) A shield

3) A bag.

Aim: To get rid of one's Set #2 objects.

Starting Position:



Description of Play:

A-1: Takes a Set #1 object from the bag (a red ball). He does not show it.
He says to A-2: I'VE GOT A RED BALL.
A-2 looks at his own Set #2 objects. He has a matching object.
He says: I CAN MATCH IT.
A-1 holds out his Set #1 red ball. A-2 holds out his Set #2 red ball. The objects match.
Both objects are discarded.

*B-1: Takes a Set #1 object from the bag (a yellow stick). He does not show it.
He says to B-2: I'VE GOT A YELLOW STICK.
B-2 looks at his own Set #2 objects. He does not have a matching object.
He says: I CANNOT MATCH IT.
B-2 holds out his Set #1 yellow stick. B-1 does not have a matching object to hold out.
B-2 returns the Set #1 object to the bag.

A-1: Takes a Set #1 object from the bag (a blue ball). He does not show it.
He says to A-2: I'VE GOT A BLUE BALL.
A-2 looks at his own Set #2 objects. He does not have a matching object.
He says: I CANNOT MATCH IT.
A-1 takes another Set #1 object from the bag (a green stick) and returns the first Set #1 object to the bag.
He says to A-2: I'VE GOT A GREEN STICK.
A-2 looks at his own Set #2 objects. He has a matching object.
He says: I CAN MATCH IT.
A-1 holds out his Set #1 green stick. A-2 holds out his Set #2 green stick. The objects match.
Both objects are discarded.

B-1: Takes a Set #1 object from the bag (a green ball). He does not show it.
He says to B-2: I'VE GOT A GREEN BALL.
B-2 looks at his own Set #2 objects. He has a matching object.
He says: I CAN MATCH IT.
B-1 holds out his Set #1 green ball. B-2 holds out his Set #2 green ball. The objects match.
Both objects are discarded.**

*A mistake has been included in this description.
**When either A-2 or B-2 has gotten rid of all his Set #2 objects, the play is over. Then the team-mates change places, and the activity is re-played.

UNIT #84

Pattern: YOU CAN MATCH IT.
CANNOT
IS IT A RED STICK?
BLUE BALL
GREEN
YES, IT IS.
NO, IT IS NOT.

Teaching Points:

1. The Presentation introduces a new sequence of pattern: a statement (i.e., YOU CAN MATCH IT), a question-response (i.e., IS IT A RED STICK?), and an answer (i.e., YES, IT IS). Because this Unit has a sequence of three patterns, the Presentation will take more time than usual (note the additional steps).

2. Each pupil takes three objects in the Presentation, and keeps them in front of himself. These are the objects he can "match." For example, when A-1 takes a red ball and sees that his team-mate does not have a matching object in front of himself, he must say

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#84

PRESENTATION

Teacher needs: The following shapee objects:

a red ball
a green ball
a blue ball
a red stick
a green stick
a blue stick

Each group needs: 1) The shapee objects from the previous Unit (except for the yellow objects. Have each group discard these before the Presentation).
2) A bag.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	TAKE A GREEN STICK; TAKE A RED BALL AND A BLUE ONE.		He does it, and keeps the objects.
2. Points to B-1.	TAKE A BLUE STICK AND A RED ONE; TAKE A GREEN BALL.		He does it, as above.
3. Points to A-2.	TAKE A BLUE STICK; TAKE A GREEN BALL AND A BLUE ONE.		He does it, as above.
4. Points to B-2.	TAKE A GREEN STICK AND A RED ONE; TAKE A RED BALL.		He does it, as above.
5. Points to A-1 and B-1; acts out putting their objects together.	PUT YOUR THINGS TOGETHER.		They do it, but A-2 and B-2 each keeps his 3 objects.
6. Points to A-1; holds up a blue ball; hides it in his hand.*	HIDE A BLUE BALL IN YOUR HAND.		A-1 does it, taking one of the objects between him and B-1.
7. Points to A-1 and to the hidden object.	SAY: YOU CAN MATCH IT.	YOU CAN MATCH IT.	
8. Points to A-2 and to A-2's 3 objects (a blue stick, a green ball and a blue one).	SAY: IS IT A GREEN BALL.	(A-2 says) IS IT A GREEN BALL?	
9. Points to A-1.	SAY: NO, IT ISN'T.	NO, IT ISN'T.	
10. Points to A-2 and his 3 objects.	SAY: IS IT A BLUE BALL?	(A-2 says) IS IT A BLUE BALL?	

*You may need to act out "hide," so that the rest of the group will pretend they do not know what the object is.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to A-1; shows the hidden object.	SAY: YES, IT IS.	YES, IT IS.	A-1 shows the hidden object, and A-2 holds out his matching object.
12.	Repeat Steps #6-#11 with B-1 (he holds up a RED STICK).			
13.	Points to A-1; hides a blue stick in his hand.	HIDE A BLUE STICK IN YOUR HADN		A-1 does it.
14.	Points to A-1 and to the hidden object.	SAY: YOU CANNOT MATCH IT?	YOU CANNOT MATCH IT.	
15.	Points to A-2 and to B-2's objects (a green stick, a red stick and a red ball).	SAY: IS IT A RED BALL?	(A-2 says) IS IT A RED BALL?	
16.	Points to A-1.	SAY:	NO, IT ISN'T.	
17.	Points to A-2.	SAY: IS IT A BLUE STICK?	(A-2 says) IS IT A BLUE STICK?	
18.	Points to A-1; shows the hidden object.	SAY: YES, IT IS.	YES, IT IS.	A-1 shows the hidden object, and A-2 points to B-2's matching object.
19.	Repeat Steps #13-#18 (he holds up a GREEN BALL).			
20.	Points to A-2 and B-2; acts out putting their objects together.	PUT YOUR THINGS TOGETHER.		They do it.
21.	Points to A-1.	TAKE A BLUE STICK. TAKE A GREEN BALL AND A BLUE ONE.		He takes the objects from the pile between himself and B-1.
22.	Points to B-1.	TAKE A GREEN STICK AND A RED ONE. TAKE A RED BALL.		He takes the remaining objects.
23.	Repeat Steps #6-#11 with A-2 (he holds up a BLUE BALL, just as A-1 did), then with B-2 (he holds up a RED STICK).			
24.	Repeat Steps #13-#18 with A-2 (he holds up a RED BALL, just as A-1 did), then with B-2 (he holds up a GREEN BALL).			

#84

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects taken in the previous Unit (except for the yellow objects) and distributed during the Presentation, as follows:

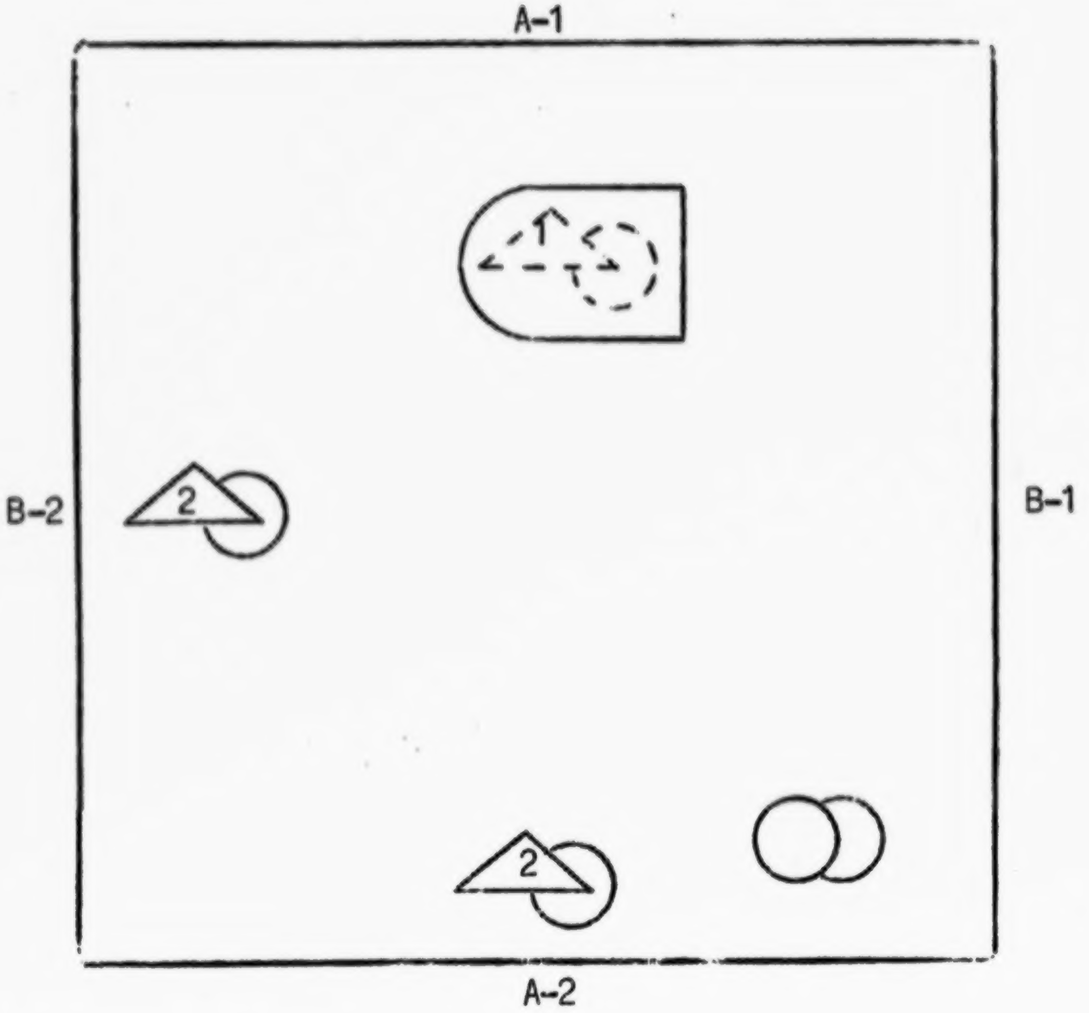
Set #1: one of each object, hidden in the bag.
Set #2: identical to Set #1, given to A-2 and B-2, three objects to each. (Any four objects will do. The distribution is random.)

2) A bag

3) Counters.

Aim: To get counters.

Starting Position:



Description of Play:

A-1: Takes a Set #1 object from the bag (a red ball). He does not show it.
A-2 has a matching Set #2 object.
A-1 says: YOU CAN MATCH IT.
A-2 looks at his own objects. He has a red ball, a green stick and a blue stick.
He says: IS IT A GREEN STICK?
A-1 says: NO, IT ISN'T.
A-2 says: IS IT A RED BALL?
A-1 says: YES, IT IS.
A-2 holds out his Set #2 red ball, and A-1 holds out the Set #1 red ball. The objects match.
They are both discarded, and A-1 takes a counter for the team.

B-1: Takes a Set #1 object from the bag (a green stick). He does not show it.
B-2 does not have a matching Set #2 object.
B-1 says: YOU CANNOT MATCH IT.
B-2 looks at A-2's objects. A-2 has a green stick and a blue stick.
B-2 says: IS IT A GREEN STICK?
R-1 says: YES, IT IS. B-2 points to the Set #2 green stick, and B-1 shows the Set #1 green stick, then returns it to the bag.
B-1 takes a counter for the team.

*A-1: Takes a Set #1 object from the bag (a green ball). He does not show it.
A-2 does not have a matching Set #2 object.
A-1 says: YOU CAN MATCH IT.
A-2 looks at his own objects. He has a green stick and a blue stick.
He says: IS IT A GREEN STICK?
A-1 says: NO, IT ISN'T.
A-2 says: IS IT A BLUE STICK?
A-1 says: NO, IT ISN'T.
A-2 has no more questions to ask, so A-1 shows the Set #1 object, then returns it to the bag.

*B-1: Takes a Set #1 object from the bag (a green ball). He does not show it.
B-2 has a matching Set #2 object.
B-1 says: YOU CAN MATCH IT.
B-2 looks at his own objects, He has a green ball, a red stick, and a blue ball.
He says: IS IT A BLUE BALL?
B-1 says: YES, IT IS.
B-2 holds out his Set #2 blue ball, but B-1 does not have a matching Set #1 object.
B-1 returns the Set #1 object to the bag.**

*A mistake has been included in this description.
**When either A-2 or B-2 has gotten rid of all his Set #2 objects, the play is over. Then the team-mates change places, and the activity is re-played.

UNIT #85

Pattern:	(WHAT	WILL	YOU	DO?)	I	WILL	PUT	A	BED	ON	MY CARD.
									BIRD		
									FLAG		
									DOG		

Teaching Points:

1. The Presentation introduces the Future Tense.
2. Save the cards and objects from this Unit for use in Units #86, #87 and #90.

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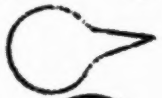
#85

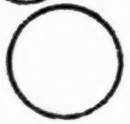
PRESENTATION

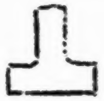
Teacher needs: The following shapee objects:

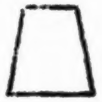
a red bird	a blue bird
a red bed	a blue bed
a red flag	a blue flag
a red dog	a yellow dog

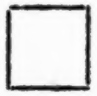
Each group needs: 1) The following shapee pieces:

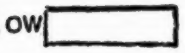
1 red/1 blue 

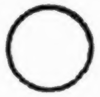
1 red/1 blue 

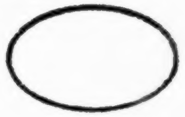
1 red/1 blue 

2 red/2 blue 

1 red/1 blue 

3 red/1 blue/2 yellow 

1 yellow 

1 yellow 

2) The following picture cards:

a red bird	a red flag	a red bed	a red dog
a blue bird	a blue flag	a blue bed	a yellow dog

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	MAKE A RED BED AND A BLUE BIRD. TAKE CARDS TO MATCH YOUR THINGS.		He makes the objects; then he takes cards to match them.
2. Points to B-1.	MAKE A BLUE RED AND A RED FLAG. TAKE CARDS TO MATCH YOUR THINGS.		He does it, as above.
3. Points to A-2.	MAKE A RED BIRD AND A BLUE FLAG. TAKE CARDS TO MATCH YOUR THINGS.		He does it, as above.
4. Points to B-2.	MAKE A BLUE DOG AND A YELLOW ONE. TAKE CARDS TO MATCH YOUR THINGS.		He does it, as above.
5. Acts out putting objects in the center of the table.	PUT YOUR THINGS ON THE TABLE.		They do it.
6. Holds two cards face up.	KEEP YOUR CARDS FACE UP.		A-1 takes a shapee bed and puts it on his matching card.

	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
7.	Points to A-1; holds up a red bed.	SAY: I'LL PUT A BED ON MY CARD.		A-1 takes a shapee bed; puts it on his matching card.
8.	Points to B-1; holds up a blue bird; then points to A-1.	SAY: WHAT WILL YOU DO?	(B-1 says) WHAT WILL YOU DO? (A-1 says) I'LL PUT A BIRD ON MY CARD.	B-1 points to A-1. A-1 puts the object on his matching card.
9.	Points to A-2; holds up a red flag; then points to B-1.	SAY: WHAT WILL YOU DO?	(A-2 says) WHAT WILL YOU DO? (B-1 says) I'LL PUT A FLAG ON MY CARD.	A-2 points to B-1. B-1 puts the object on his matching card.
10.	Points to B-2; holds up a blue flag; then points to A-2.	SAY: WHAT WILL YOU DO?	(B-2 says) WHAT WILL YOU DO? (A-2 says) I'LL PUT A FLAG ON MY CARD.	B-2 points to A-2. A-2 puts the object on his matching card.
11.	Points to A-1; holds up a blue dog; then points to B-2.	SAY:	(A-1 says) WHAT WILL YOU DO? (B-2 says) I'LL PUT A DOG ON MY CARD.	A-1 points to B-2. B-2 puts the object on his matching card.
12.	Points to B-1; holds up a blue bed.		(B-1 says) I'LL PUT A BED ON MY CARD.	B-1 puts the object on his matching card.
13.	Points to A-2; holds up a red bed; then points to A-1.		(A-2 says) WHAT WILL YOU DO? (A-1 says) I'LL PUT A BED ON MY CARD.	A-2 points to A-1. A-1 puts the object on his matching card.
14.	Points to B-2; holds up a red bird; then points to A-2.		(B-2 says) WHAT WILL YOU DO? (A-2 says) I'LL PUT A BIRD ON MY CARD.	B-2 points to A-2. A-2 puts the object on his matching card.

#85

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

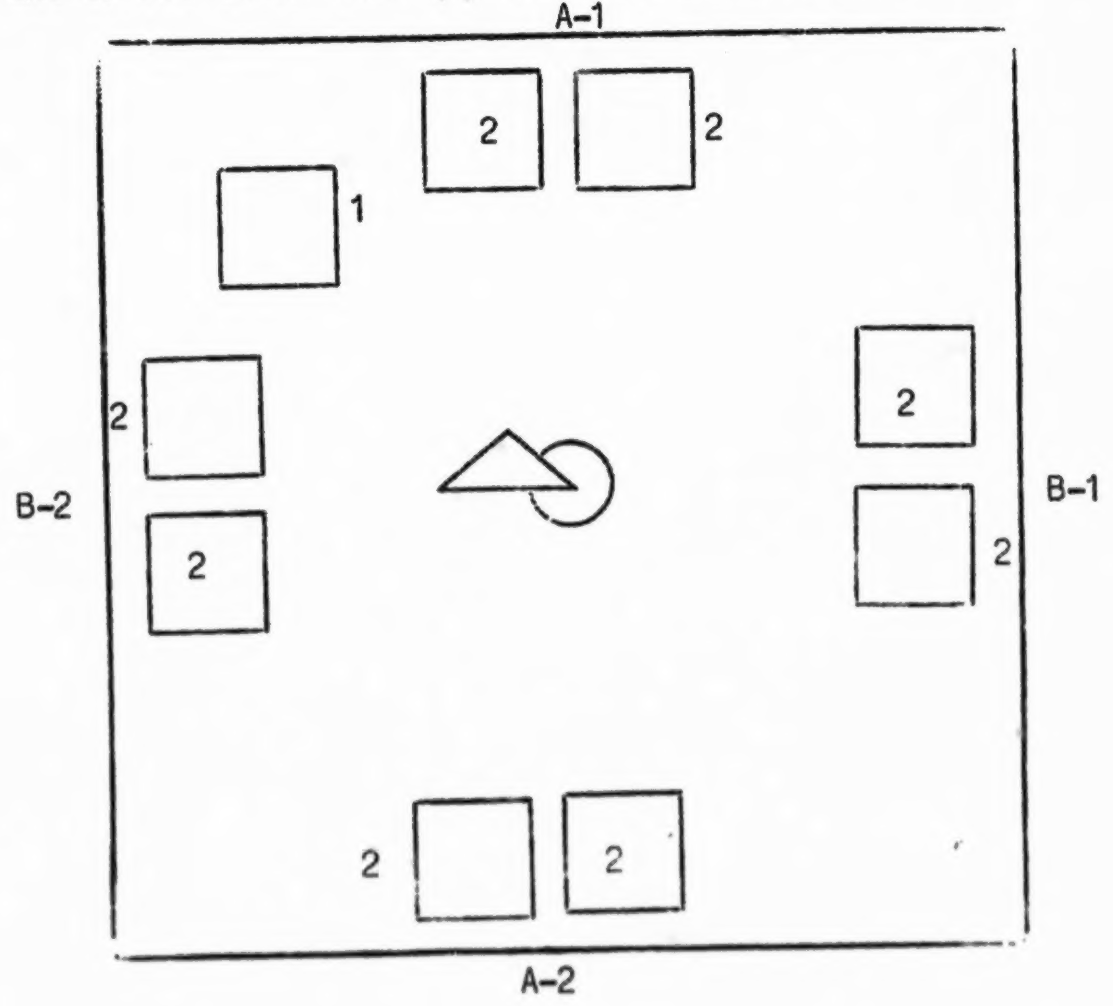
2) The following picture cards (Set #1), mixed and face down on the table.

a red bird a red bed a red flag a red dog
a blue bird a blue bed a blue flag a yellow dog

3) Set #2 picture cards, identical to Set #1, given to the players, two to each.

Aim: To cover one's cards with objects. This is not a team activity; the players do not speak only to their teammates, but to other members of the group.

Starting Position: Each player turns one of his cards face up, and the other face down.



Description of Play:

A-1: Takes a Set #1 card (a blue bed).
B-1 has the matching Set #2 card.
A-1 says to B-1: WHAT WILL YOU DO?*
B-1 says: I'LL PUT A BED ON MY CARD, and he takes the blue shapee bed and puts it on his matching Set #2 card.
The cards and the object match.
The Set #1 card is discarded and B-1 turns over his second card.

B-1: Takes a Set #1 card (a blue flag).
No one has the matching Set #2 card.
He shows the card, returns it to the pack, and takes another (a yellow dog).
B-2 has the matching Set #2 card.
B-1 says to B-2: WHAT WILL YOU DO?
B-2 says: I'LL PUT A DOG ON MY CARD, and he does so.
The cards and the object match.
The Set #1 card is discarded, and B-2 turns over his second card.

A-2: Takes a Set #1 card (a red flag).
He has the matching Set #2 card.
He says: I'LL PUT A FLAG ON MY CARD, and he does so.
The cards and the object match.
The Set #1 card is discarded, and A-2 turns over his second card.

*B-2: Takes a Set #1 card (a blue dog).
He has the matching Set #2 card.
He says: WHAT WILL YOU DO?
B-1 says: I'LL PUT A FLAG ON MY CARD, and he does so.
The Set #1 card does not match the object and the Set #2 card.
B-1 returns the object to the table, and B-2 returns the Set #1 card to the pack.

*Since team-mates usually speak to each other, in this case A-1 may point to B-1 to let him know that he is talking to him.

**A mistake has been included in this description.

UNIT #86

Pattern:	WHAT	WILL	YOU	DO?	I	(WILL)	PUT	A	BED	ON	MY	CARD.
		DID							BIRD			
									FLAG			
									DOG			

Teaching Point:

The Presentation introduces the Past Tense in contrast to the Future Tense.

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#86

PRESENTATION

Teacher needs: The following shapee objects:

a red bird a red bed a red dog
a blue bird a blue bed a yellow dog

Each group needs: 1) The shapee objects for the previous Unit.

2) The cards from the previous Unit.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1; holds up a red bed and a blue bird.	TAKE CARDS FOR THESE.		He takes the cards only.
2.	Points to B-1; holds up a blue bed and a red flag.	TAKE CARDS FOR THESE.		He does it.
3.	Points to A-2; holds up a red bird and a blue flag.	TAKE CARDS FOR THESE.		He does it.
4.	Points to B-2; holds up a blue dog and a yellow one.	TAKE CARDS FOR THESE.		He does it.
5.	Points to A-1; holds up a red bed.	SAY: I'LL PUT A BED ON MY CARD.	I'LL PUT A BED ON MY CARD.	He does it.
6.	Points to B-1; holds up a blue bird; points to A-1.	SAY: WHAT WILL YOU DO?	(B-1 says) WHAT WILL YOU DO? (A-1 says) I'LL PUT A BIRD ON MY CARD.	B-1 points to A-1. A-1 puts the object on his matching card.
7.	Points to A-2; holds up a red flag; points to B-1.		(A-2 says) WHAT WILL YOU DO? (B-1 says) I'LL PUT A FLAG ON MY CARD.	A-2 points to B-1. B-1 puts the object on his matching card.
8.	Points to B-2; holds up a blue flag; points to A-2.		(B-2 says) WHAT WILL YOU DO? (A-2 says) I'LL PUT A FLAG ON MY CARD.	B-2 points to A-2. A-2 puts the object on his matching card.
9.	Points to A-1; holds up a red bed; points to the object already on one of A-1's cards.	SAY: I PUT A BED ON MY CARD.	I PUT A BED ON MY CARD.	A-1 points to the object on his card.

	TEACHER		CLASS	#86
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Points to B-1; holds up a blue bird; points to A-1.	SAY: WHAT DID YOU DO?	WHAT DID YOU DO?	B-1 points to A-1.
11.	Points to A-1; points to the object on one of A-1's cards.	SAY: I PUT A BIRD ON MY CARD.	I PUT A BIRD ON MY CARD.	A-1 points to the object on his card.
12.	Points to A-2; holds up a red flag; points to B-1.	SAY: WHAT DID YOU DO?	(A-2 says) WHAT DID YOU DO? (B-1 says) I PUT A FLAG ON MY CARD.	A-2 points to B-1. B-1 points to the object on his card.
13.	Points to B-2; holds up a blue flag; points to A-2.		(B-2 says) WHAT DID YOU DO? (A-2 says) I PUT A FLAG ON MY CARD.	B-2 points to A-2. A-2 points to the object on his card.
14.	Points to A-1; holds up a blue flag; points to A-2.		(A-1 says) WHAT DID YOU DO? (A-2 says) I PUT A FLAG ON MY CARD.	A-1 points to A-2. A-2 points to the object on his card.
15.	Points to B-1; holds up a yellow dog; points to B-2.		(B-1 says) WHAT WILL YOU DO? (B-2 says) I'LL PUT A DOG ON MY CARD.	B-1 points to B-2. B-2 puts the object on his matching card.
16.	Points to A-2; holds up a yellow dog; points to B-2.		(A-2 says) WHAT DID YOU DO? (B-2 says) I PUT A DOG ON MY CARD.	A-2 points to B-2. B-2 points to the object on his card.
17.	Points to B-2; holds up a red bed; points to A-1.		(B-2 says) WHAT DID YOU DO? (A-1 says) I PUT A BED ON MY CARD.	B-2 points to A-1. A-1 points to the object on his card.

#86

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the previous Presentation.

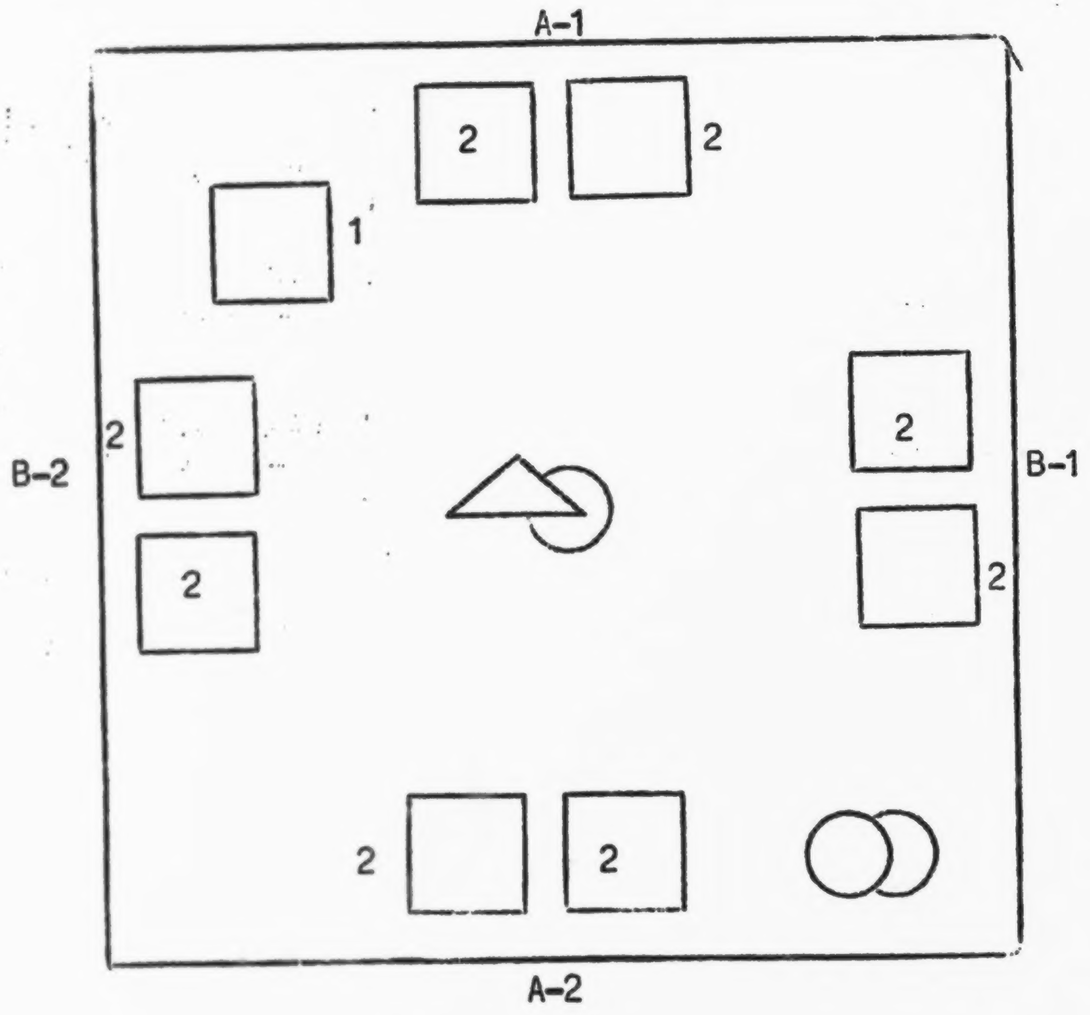
2) Set #1 picture cards (Set #1 from the previous Unit), mixed and face down on the table.

3) Set #2 picture cards (Set #2 from the previous Unit), given to the players, two to each.

4) Counters.

Aim: To get counters. Like the previous Communication Activity, this one does not require "team-work."

Starting Position: Each player turns one of his cards face up, the other, face down.



Description of Play:

A-1: Takes a Set #1 card (a blue bed).
B-1 has the matching Set #2 card.
A-1 says to B-1: WHAT WILL YOU DO?*
B-1 says: I'LL PUT A BED ON MY CARD, and he takes the blue shapee bed and puts it on his matching Set #2 card.
The cards and the object match.
The Set #1 card is returned to the pack, and B-1 turns over his second card.
A-1 and B-1 each takes a counter.

B-1: Takes a Set #1 card (a blue flag).
No one has the matching Set #2 card.
He shows the card, returns it to the pack, and takes another (a yellow dog).
A-2 has the matching Set #2 card.
B-1 says to A-2: WHAT WILL YOU DO?
A-2 says: I'LL PUT A DOG ON MY CARD, and he does so.
The cards and the object match.
The Set #1 card is returned to the pack, and A-2 turns over his second card.
B-1 and A-2 each takes a counter.

A-2: Take a Set #1 card (a blue bed).
B-1 has the matching object on one of his Set #2 cards.
A-2 says to B-1: WHAT DID YOU DO?
B-1 says: I PUT A BED ON MY CARD, and he points to the blue shapee bed on one of his cards.
The object and the Set #2 card match the Set #1 card.
The Set #1 card is returned to the pack.
A-2 and B-1 each takes a counter.

**B-2: Takes a Set #1 card (a blue flag).
A-2 has the matching object on one of his Set #2 cards.
B-2 says to A-2: WHAT DID YOU DO?
A-2 says: I'LL PUT A BIRD ON MY CARD, and he puts a shapee bird on one of his cards.
The Set #1 card does not match the object and the Set #2 card.
The Set #1 card is returned to the pack and the object to the table.

*A-1 may point to B-1 in this case.
**A mistake has been included in this description.

UNIT #87

Pattern:	MAKE	ME	A	RED	BIRD	WITH	(A)	RED	HEAD.
		YOURSELF		BLUE	CAR			BLUE	WHEELS
				YELLOW	DOG			GREEN	LEGS
				GREEN	CAT			YELLOW	TAIL

Teaching Points:

1. The Presentation introduces "yourself," and practices the contract between MAKE ME/MAKE YOURSELF.
2. In the Presentation, pay special attention to the article "a" preceding HEAD/TAIL, and the absence of it preceding WHEELS/LEGS.
3. Save the shapes objects from this Unit for use in Units #88, #89, #90 and #91.

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#37

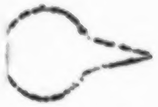
PRESENTATION

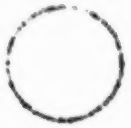
Teacher needs: 1) The following shapee objects:

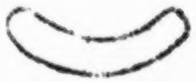
a yellow bird with a red head
a red dog with green legs
a blue cat with a yellow tail
a yellow car with green wheels

2) 1 green card
1 blue card

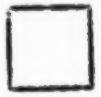
Each group needs: The following shapee pieces:

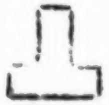
4 red 

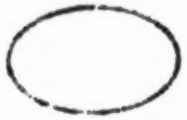
4 yellow 

4 yellow 

4 red/4 blue/16 green

2 blue/2 green 

4 yellow 

4 yellow/4 red/4 blue 

8 green

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1 and B-1.	TAKE A BLUE SQUARE; PUT IT IN FRONT OF YOURSELF.		They do it.
2. Points to A-2 and B-2.	TAKE A GREEN SQUARE; PUT IT IN FRONT OF YOURSELF.		They do it.
3. Holds up a blue card; points to A-1 and B-1.	ME	ME	They point to themselves.
4. Holds up a blue card; points to A-2 and B-2.	YOURSELF	YOURSELF	A-2 and B-2 point to their partners.
5. Holds up a green card; points to A-1 and B-2.	ME	ME	They point to themselves.
6. Holds up a green card; points to A-1 and B-1.	YOURSELF	YOURSELF	They point to their partners.
7. Points to Demonstration Group. SAY:	MAKE ME....	MAKE ME....	They point to themselves
8. Points to Demonstration Group. SAY:	MAKE YOURSELF...	MAKE YOURSELF....	They point to their partners.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9. Points to the Demonstration Group.	SAY: MAKE YOURSELF...	MAKE YOURSELF...	THEY point to their partners.
10. Holds up a yellow bird with a red head, and a blue card; points to A-1 and B-1.	SAY: MAKE ME A YELLOW BIRD WITH A RED HEAD.	(A-1 and B-1 say) MAKE ME A YELLOW BIRD WITH A RED HEAD.	A-2 and B-2 do it; give the birds to their partners.
11. Holds up a yellow bird with a red head, and a green card; points to A-2 and B-2.	SAY: MAKE ME A YELLOW BIRD WITH A RED HEAD.	(A-2 and B-2 say) MAKE ME A YELLOW BIRD WITH A RED HEAD.	A-1 and B-1 do it; give the birds to their partners.
12. Holds up a blue cat with a yellow tail, and a green card; points to A-1 and B-1.	SAY: MAKE YOURSELF A BLUE CAT WITH A YELLOW TAIL.	(A-1 and B-1 say) MAKE YOURSELF A BLUE CAT WITH A YELLOW TAIL.	A-2 and B-2 do it; keep the objects.
13. Holds up a red dog with green legs and a blue card; points to A-2 and B-2.	SAY: MAKE YOURSELF A RED DOG WITH GREEN LEGS.	(A-2 and B-2 say) MAKE YOURSELF A RED DOG WITH GREEN LEGS.	A-1 and B-1 do it; keep the objects.
14. Holds up a yellow car with green wheels, and a green card; points to A-1 and B-1.	SAY: MAKE YOURSELF A YELLOW CAR WITH GREEN WHEELS.	(A-1 and B-1 say) MAKE YOURSELF A YELLOW CAR WITH GREEN WHEELS.	A-2 and B-2 do it; keep the objects.
15. Holds up a blue cat with a yellow tail, and a green card; points to A-2 and B-2.	SAY: MAKE ME A BLUE CAT WITH A YELLOW TAIL.	(A-2 and B-2 say) MAKE ME A BLUE CAT WITH A YELLOW TAIL.	A-1 and B-1 do it; give the objects to A-2 and B-2.
16. Holds up a red dog with green legs, and a blue card; points to A-1 and B-1.	SAY:	(A-1 and B-1 say) MAKE ME A RED DOG WITH GREEN LEGS.	A-2 and B-2 do it; give the objects to their partners.
17. Holds up a yellow car with green wheels, and a green card; points to A-1 and B-1.	SAY:	(A-1 and B-1 say) MAKE YOURSELF A YELLOW CAR WITH GREEN WHEELS.	A-2 and B-2 do it; keep the object themselves.
18. Points to the Demonstration Group and the shapee objects in front of them.	PUT THEM IN THE MIDDLE OF THE TABLE.		They do it.

#67

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

2) Spinner Cover #12.

3) The following color cards, mixed and face down on the table:

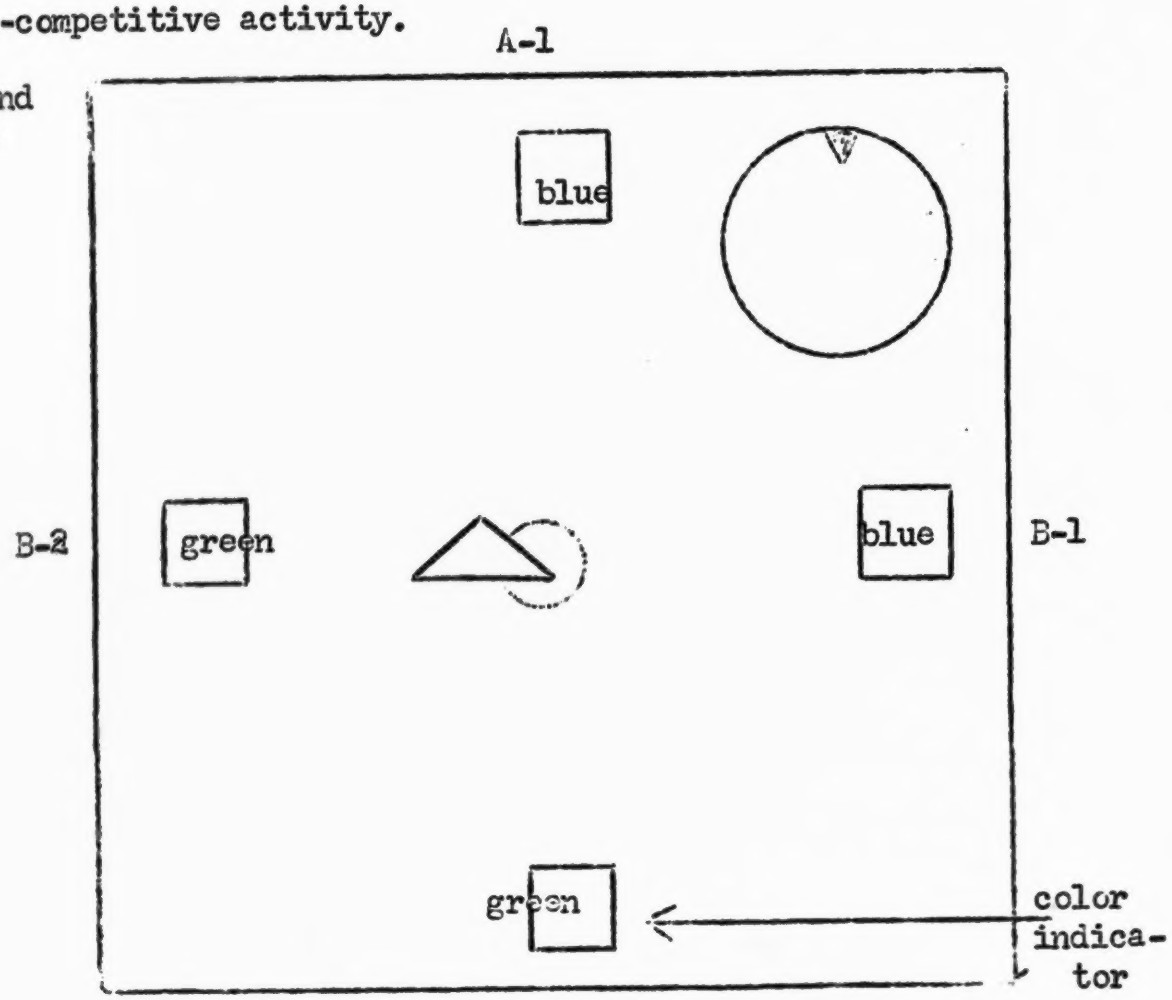
green (2) blue (2)

4) The following shapee pieces, used as color indicators:

a blue square (2) a green square (2)

Aim: For the group to make eight objects. This is a non-competitive activity.

Starting Position: A-1 and B-1 each take a blue square and B-2 and A-2 each take a green one, as an indicator of color.



Description of Play:

A-1: Spins the spinner (a blue cat with a yellow tail) and takes a card (blue).
He says: MAKE ME A BLUE CAT WITH A YELLOW TAIL.
A-2 makes it and gives it to A-1.
A-1 shows the card and spinner. They match A-2's move.
A-1 puts the card both under the pack.

*B-1: Spins (a yellow car with green wheels and takes a card (green).
He says: MAKE YOURSELF A GREEN CAR WITH YELLOW WHEELS.
B-2 makes it and keeps it himself.
B-1 shows the card and spinner. The object does not match the spinner.
B-2 takes the object apart and puts the pieces back on.
B-1 puts the card back under the pack on the table.

A-2: Spins (a yellow bird with a red head) and takes a card (blue).
He says: MAKE YOURSELF A YELLOW BIRD WITH A RED HEAD.
A-1 makes it and keeps it himself.
A-2 shows the card and spinner. They match A-1's move.
A-2 puts the card back under the pack.

*B-2: Spins (a red dog with green legs) and takes a card (blue).
He says: MAKE ME A RED DOG WITH GREEN LEGS.
B-1 makes it and gives it to B-2.
B-2 shows the card and spinner. The object matches the spinner, but the card shows that he should have said YOURSELF.

* A mistake has been included in this description.

UNIT #88

Pattern:	MAKE	ME	A	RED	BIRD	WITH	(A)	RED	HEAD.
		YOURSELF		BLUE	CAR			BLUE	WHEELS
		B-1		YELLOW	DOG			YELLOW	LEGS
		B-2		GREEN	CAT			GREEN	TAIL

Teaching Points:

1. This Unit provides practice in the pattern: MAKE ME/YOURSELF/B-1/B-2.
2. In the Presentation pay special attention to the article "A" preceding HEAD/TAIL, and the absence of it preceding WHEELS/LEGS.

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PRESENTATION

#88

Teacher needs: 1) The following shapes objects:

a yellow bird with a red head (1)
a blue cat with a yellow tail (1)
a red dog with green legs (1)
a yellow car with green wheels (1)

2) The following color cards:

1 blue, 1 green, 1 red and 1 yellow

Each group needs: The shapes pieces used in Unit #87, and in addition, the following:

1 red □ 1 yellow □

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	TAKE A RED SQUARE.		He does it.
2. Points to B-1.	TAKE A GREEN SQUARE.		He does it.
3. Points to A-2.	TAKE A YELLOW SQUARE.		He does it.
4. Points to B-2.	TAKE A BLUE SQUARE.		He does it.
5. Holds up the yellow bird with a red head and a red card; points to A-1.	SAY: MAKE ME A YELLOW BIRD WITH A RED HEAD.	(A-1 says) MAKE ME A YELLOW BIRD WITH A RED HEAD.	A-2 does it; give it to A-1.
6. Holds up the yellow bird with a red head and a green card; points to B-1.	SAY: MAKE ME A YELLOW BIRD WITH A RED HEAD.	(B-1 says) MAKE ME A YELLOW BIRD WITH A RED HEAD.	B-2 does it; give it to A-1.
7. Holds up the yellow bird with a red head and a blue card; points to B-1.	SAY: MAKE YOURSELF A YELLOW BIRD WITH A RED HEAD.	(B-1 says) MAKE YOURSELF A YELLOW BIRD WITH A RED HEAD.	B-2 does it; keeps the bird himself.
8. Holds up the yellow bird with a red head and a yellow card; points to A-1.	SAY: MAKE YOURSELF A YELLOW BIRD WITH A RED HEAD.	(A-1 says) MAKE YOURSELF A YELLOW BIRD WITH A RED HEAD.	A-2 does it; keeps the bird himself.
9. Holds up the yellow car with green wheels and a blue card; points to A-1 and A-2.	SAY: MAKE B-2 A YELLOW CAR WITH GREEN WHEELS.	(A-1 and A-2 say to each other) MAKE B-2 A YELLOW CAR WITH	They do it; give the cars to B-2.

88

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Holds up the yellow car with green wheels and a red card; points to B-1 and B-2.	SAY: MAKE A-1 A YELLOW CAR WITH GREEN WHEELS.	(B-1 and B-2 say to each other) MAKE A-1 A YELLOW CAR WITH GREEN WHEELS.	They do it; give the cars to A-1.
11.	Holds up the blue cat with a yellow tail and a yellow card; points to B-1 and B-2.	SAY:	(B-1 and B-2 say to each other) MAKE A-2 A BLUE CAT WITH A YELLOW TAIL.	They do it; give the cats to A-2.
12.	Holds up the blue cat with a yellow tail and a green card; points to A-1 and A-2.	SAY:	(A-1 and A-2 say to each other) MAKE B-1 A BLUE CAT WITH A YELLOW TAIL.	They do it; give the cats to B-1.
13.	Holds up the red dog with green legs and a yellow and blue card; points to A-1 and B-2.	SAY:	(A-2 and B-2 say) MAKE ME A RED DOG WITH GREEN LEGS.	A-1 and B-1 do it; give the dogs to their partners.
14.	Holds up the red dog with green legs and a blue and a yellow card; points to A-1 and B-1.	SAY:	(A-1 and B-1 say) MAKE YOURSELF A RED DOG WITH GREEN LEGS.	A-2 and B-2 do it; keep the dogs themselves.
15.	Points to the entire Demonstration Group, and acts out "take apart."	TAKE APART THE THINGS. PUT THEM IN THE MIDDLE ON THE TABLE.		They do it.

Description of Play:

A-1: Spins the spinner (a blue cat with a yellow tail) and takes a card (blue).
B-2 has the blue square.
He says: MAKE B-2 A BLUE CAT WITH A YELLOW TAIL.
A-2 does it and gives it to B-2.
A-1 shows the card and spinner. They match A-2's moves.
A-1 puts the card back under the pack and keeps the object for the team.

*B-1: Spins (a yellow car with green wheels) and takes a card (green).
B-1 has the green square.
He says: MAKE ME A GREEN CAR WITH YELLOW WHEELS.
B-2 does it and gives it to B-1.
B-1 shows the card and spinner. The object does not match the spinner.
B-2 takes the object apart and puts the pieces back on the table.
B-1 puts the card back under the pack.

A-2: Spins (a yellow bird with a red head) and takes a card (red).
A-1 has the red square.
He says: MAKE YOURSELF A YELLOW BIRD WITH A RED HEAD.
A-1 does it and keeps it himself.
A-2 shows the card and spinner. They match A-1's moves.
A-2 puts the card back under the pack and keeps the object for the team.

B-2: Spins (a red dog with green legs) and takes a card (yellow).
A-2 has the yellow square.
He says: MAKE A-2 A RED DOG WITH GREEN LEGS.
B-1 does it and gives it to A-2.
B-2 shows the card and spinner. They match B-1's moves.
B-2 puts the card back under the pack and keeps the object for the team.

* A mistake has been included in this description.

UNIT #89

Pattern:	THE	HEAD	OF	THE	BIRD	IS	RED.
		WHEELS			CAR	ARE	BLUE
		LEGS			DOG		YELLOW
		TAIL			CAT		GREEN
		BODY					

Teaching Points:

1. This Unit introduces the word BODY as applicable to bird, dog, cat and car.
2. In the Presentation, pay special attention to the contrast between the HEAD/TAIL/BODY/IS and the WHEELS/LEGS/ARE.
3. Note that although the Communication Activity is simply identifying the correct object, the speaker has to make his own free choice about which part(s) of the BIRD/CAR/DOG/CAR to describe.
4. Save the objects from this Unit for use in the following Unit.

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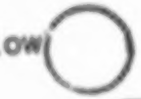
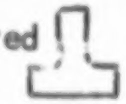
#89

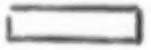
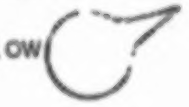
PRESENTATION

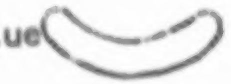
Teacher needs: The following shapee objects:

a yellow bird with a red head
a red bird with a yellow head
a red dog with green legs
a green dog with red legs
a blue cat with a yellow tail
a yellow cat with a blue tail
a yellow car with green wheels
a green car with yellow wheels.

Each group needs: One of each different shapee object from Unit #88, and in addition, the following shapee pieces:

1 green/5 yellow 
1 red
1 red 

2 green/1 yellow
2 red 
1 yellow 

1 blue 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	SHOW ME A YELLOW BIRD WITH A RED HEAD.		He holds it up.
2. Points to B-1.	SHOW ME A RED DOG WITH GREEN LEGS.		He holds it up.
3. Points to A-2.	SHOW ME A BLUE CAT WITH A YELLOW TAIL.		He holds it up.
4. Points to B-2.	SHOW ME A YELLOW CAR WITH GREEN WHEELS.		He holds it up.
5. Points to A-1.	MAKE YOURSELF A GREEN CAR WITH YELLOW WHEELS.		He does it; gives it to B-1.
6. Points to B-1.	MAKE A-2 A YELLOW CAT WITH A BLUE TAIL.		He does it; gives it to A-2.
7. Points to A-2.	MAKE YOURSELF A GREEN DOG WITH RED LEGS.		He does it.
8. Points to B-2.	MAKE B-1 A RED BIRD WITH A YELLOW HEAD.		He does it; gives it to B-1.
9. Holds up the red dog; points to the green legs.	THE LEGS OF THE DOG ARE GREEN.	THE LEGS OF THE DOG ARE GREEN.	They point to the legs of the red dog on their table.
10. Holds up the red dog again; points to the head.	THE HEAD OF THE DOG IS RED.	THE HEAD OF THE DOG IS RED.	They point to the head.

#89

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Holds up the red dog again; points to the body	THE BODY	THE BODY	They point to the body.
12.	Continues to hold up the red dog; points to the body.	THE BODY OF THE DOG IS RED.	THE BODY OF THE DOG IS RED.	They point to the body.
13.	Holds up the yellow cat; points to the blue tail.	THE TAIL OF THE CAT IS BLUE.	THE TAIL OF THE CAT IS BLUE.	They point to the tail.
14.	Holds up the yellow cat again; points to the body.	THE BODY OF THE CAT IS YELLOW.	THE BODY OF THE CAT IS YELLOW.	They point to the body.
15.	Holds up the yellow car with green wheels; points to the body.	THE BODY	THEY BODY	They point to the body.
16.	Holds up the yellow car with green wheels and the green car with yellow wheels.	THE BODY OF THE CAR IS YELLOW.	THE BODY OF THE CAR IS YELLOW.	They point to the yellow car.
17.	Holds up the blue cat and the yellow cat.	THE HEAD OF THE CAT IS YELLOW.	THE HEAD OF THE CAT IS YELLOW.	They point to the yellow cat.
18.	Holds up the same cats.	THE TAIL OF THE CAT IS YELLOW.	THE TAIL OF THE CAT IS YELLOW.	They point to the blue cat.
19.	Holds up the green dogs; points to the legs of one of them.	THE LEGS OF THE DOG ARE RED.	THE LEGS OF THE DOG ARE RED.	They point to the legs of the green dog.
20.	Holds up the picture of the bird from the Picture Book; holds the yellow shapee bird next to it.	THE LEGS OF THE BIRD ARE YELLOW.	THE LEGS OF THE BIRD ARE YELLOW.	They point to the legs.
21.	Holds up the yellow cat; points to the blue tail.		THE TAIL OF THE CAT IS BLUE.	They point to the tail.
22.	Holds up the yellow car; points to the green wheels.		THE WHEELS OF THE CAR ARE GREEN.	They point to the wheels.

#89

COMMUNICATION ACTIVITY

Materials needed: 1) The shapes objects made in the Presentation.

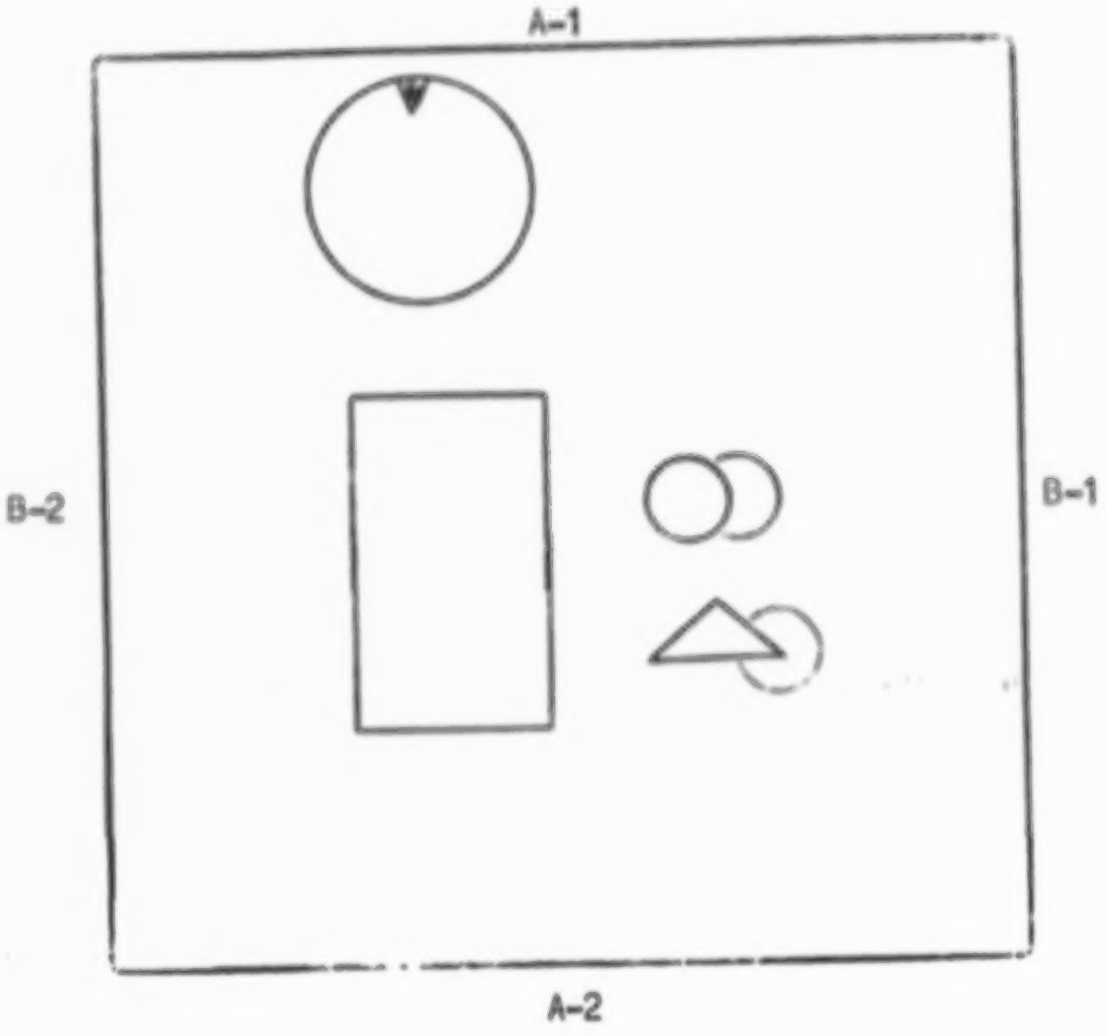
2) Spinner Cover #12.

3) Eight counters.

4) A piece of paper.

Aim: To get the eight counters on the paper. (This is a non-competitive activity).

Starting Position:



Description of Play:

A-1: Spins the spinner (a blue cat with a yellow tail).
He says: THE TAIL OF THE CAT IS YELLOW.
A-2 holds up the blue cat with a yellow tail.
A-1 shows the spinner. The object matches it.
A-2 puts the object back on the table and puts a counter on the paper.

*B-1: Spins (a yellow bird with a red head).
He says: THE HEAD OF THE BIRD IS RED.
B-2 holds up the red bird with a yellow head.
B-1 shows the spinner. The object does not match it.
B-2 puts the object back on the table. He may not put a counter of the paper.

A-2: Spins (a yellow car with green wheels).
He says: THE WHEELS OF THE CAR ARE GREEN.**
A-1 holds up the yellow car with green wheels.
A-2 shows the spinner. The object matches it.
A-1 puts the object back on the table and puts a counter on the paper.

B-2: Spins (a red dog with green legs).
He says: THE HEAD OF THE DOG IS RED.***
B-1 holds up the red dog with green legs.
B-2 shows the spinner. The object matches it.
B-1 puts the object back on the table and puts a counter on the paper.

*A mistake has been included in this description.
**He could also say: THE BODY OF THE CAR IS YELLOW.
***He could also say: THE LEGS OF THE DOG ARE GREEN, or, THE BODY OF THE DOG IS RED.

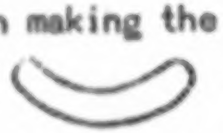
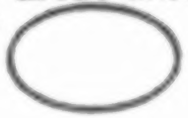
UNIT #90 (TEST UNIT)

Pattern:	MAKE	A	BIRD	WITH	(A)	RED	HEAD	AND	(A)	BLUE	TAIL	(AND	(A)	BLUE	LEGS.)
			CAR			BLUE	WHEELS			GREEN	BODY			GREEN	TAIL
			DOG			GREEN	LEGS			RED	LEGS			YELLOW	BODY
			CAT			YELLOW	BODY			YELLOW	WHEELS			RED	HEAD
			FISH								HEAD				

Teaching Points:

1. This is the ninth Test Unit. It reviews patterns and vocabulary from Units #87, #88, and #89.

2. In the Presentation, it may be necessary for the teacher to repeat the longer pattern two or three times. It is also permissable to repeat the pattern in the Communication Activity two, perhaps three, times depending on how the teacher judges the ability of his pupils.

3. Note that the Communication Activity permits the speaker to use free choice of color in making the shapee object about which he will speak. For example, when making a fish he could use a blue  and a yellow  .

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#90 (Test Unit)

PRESENTATION

Teacher needs: The following shapee objects taken apart:

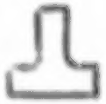
a dog with a blue head, a yellow body and red legs

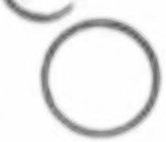
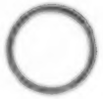
a bird with a red head, a green body and yellow legs

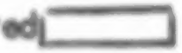
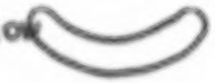
a cat with a red head and a yellow body and a blue tail

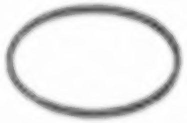
a dog with a yellow head, a red body and green legs.

Each group needs: The following shapee pieces:

4 red 4 yellow/2 red 

2 yellow/4 green  14 green/14 yellow/4 blue/4 red 

12 green/12 red  4 blue/4 yellow 

8 yellow/6 green/4 blue/4 red 

TEACHER		CLASS
DOES THIS	SAYS THIS	DOES THIS
1. Points to A-1.	MAKE A CAR WITH A YELLOW BODY AND GREEN WHEELS.	He does it.
2. Points to B-1.	MAKE A FISH WITH A GREEN BODY AND A YELLOW TAIL.	He does it.
3. Points to A-2.	MAKE A GREEN CAR WITH YELLOW WHEELS.	He does it.
4. Points to B-2.	MAKE A YELLOW FISH WITH A BLUE TAIL.	He does it.
5. Points to A-1.	MAKE A DOG WITH A RED HEAD, A GREEN BODY AND RED LEGS.	He does it.
6. Points to B-1.	MAKE A CAT WITH A YELLOW HEAD, A BLUE BODY AND A YELLOW TAIL.	He does it.
7. Points to A-2.	MAKE A BIRD WITH A RED HEAD, A YELLOW BODY AND RED LEGS.	He does it.
8. Points to B-2.	MAKE A DOG WITH A GREEN HEAD, A YELLOW BODY AND GREEN LEGS.	He does it.
9. Points to A-1.	MAKE A DOG WITH A BLUE HEAD, A YELLOW BODY AND RED LEGS.	He does it.
10. Points to B-1.	MAKE A CAT WITH A GREEN HEAD, A BLUE BODY AND YELLOW TAIL.	He does it.

	TEACHER		CLASS	#90 (Test Unit)
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to A-2.	MAKE A DOG WITH A YELLOW HEAD, A RED BODY AND GREEN LEGS.		He does it.
12.	Points to B-2.	MAKE A BIRD WITH A RED HEAD, A GREEN BODY AND YELLOW LEGS.		He does it.
13.	Holds up a blue head, a yellow body and red legs for a dog; points to B-1.	SAY:	MAKE A DOG WITH A BLUE HEAD, A YELLOW BODY AND RED LEGS.	B-2 does it.
14.	Holds up a red head, a green body and yellow legs for a bird; points to A-1.	SAY:	MAKE A BIRD WITH A RED HEAD, A GREEN BODY AND YELLOW LEGS.	A-2 does it.
15.	Holds up a red head, a yellow body and a blue tail for a cat; points to B-2.	SAY:	MAKE A CAT WITH A RED HEAD, A YELLOW BODY AND A BLUE TAIL.	B-1 does it.
16.	Holds up a yellow head, a red body and green legs for a dog; points to A-2.	SAY:	MAKE A DOG WITH A YELLOW HEAD, A RED BODY AND GREEN LEGS.	A-1 does it.*
17.	Takes any object apart.	TAKE YOUR THINGS APART.		They take apart the objects they have made.

*There will be some pieces left over at this point. These will be used in the activity.

#90 (Test Unit)

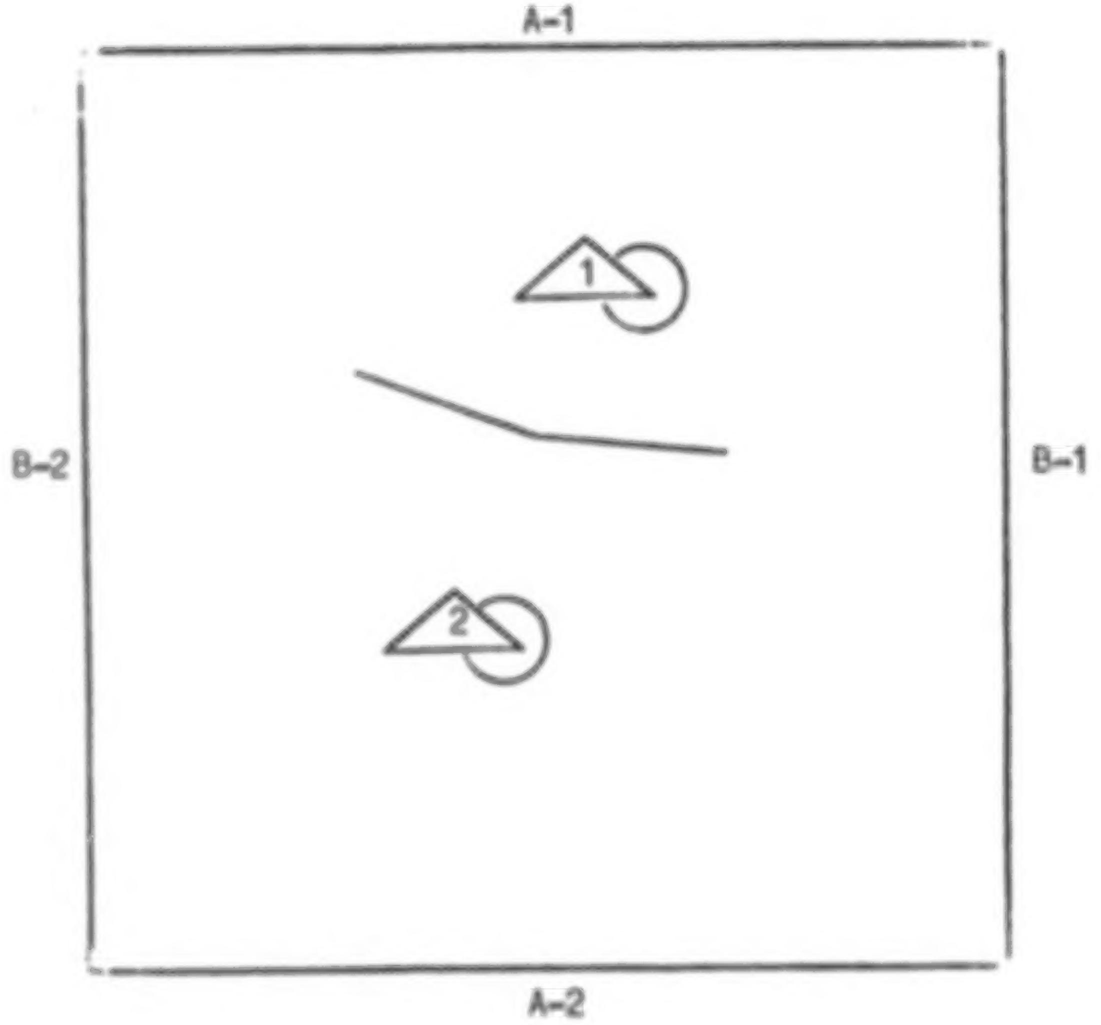
COMMUNICATION ACTIVITY

Materials needed: 1) The shapee pieces used in the Presentation divided into 2 identical sets, Set #1 and Set #2.

2) A shield.

Aim: For each player to make two shapee objects.

Starting Position:



Description of Play:

A-1: Makes a dog (red head, yellow body, green legs) from pieces in Set #1 behind the shield.
He says: MAKE A DOG WITH A RED HEAD AND A YELLOW BODY AND GREEN LEGS.*
A-2 does it and holds it up.
A-1 holds up his dog. It matches A-2's.

B-1: Makes a car (red body, green wheels) from pieces in Set #1.
He says: MAKE A CAR WITH A RED BODY AND GREEN WHEELS.
B-2 does it and holds it up.
B-1 holds up his car. It matches B-2's.

A-2: Makes a fish (blue tail, yellow body) from pieces in Set #2.
He says: MAKE A FISH WITH A YELLOW BODY AND A BLUE TAIL.
A-1 does it and holds it up.
A-2 holds up his fish. It matches A-1's.

**B-2: Makes a bird (yellow body, red head, red legs) from pieces in Set #2.
He says: MAKE A BIRD WITH A RED HEAD, A YELLOW BODY AND RED LEGS.***
B-1 makes a bird with a red head and yellow body and legs and holds it up.
B-2 holds up his bird. It does not match B-1's.
B-1 puts the pieces back on the table.

---

*It is permissable for him to repeat this two (or three) times.

**A mistake has been included in this description.

***He could also say: MAKE A BIRD WITH RED HEAD AND LEGS AND A YELLOW BODY.

UNIT #91

Pattern:	MAKE	A	CAT.	THE	HEAD	AND	BODY	ARE	RED.	(THE	TAIL	IS	RED.)
			CAR		WHEELS		TAIL	IS	BLUE		LEGS	ARE	BLUE
			DOG		LEGS		WHEELS		YELLOW		HEAD		YELLOW
			BIRD		TAIL		LEGS		GREEN		BODY		GREEN
					BODY		HEAD						

Teaching Points:

1. Before the pupils carry out the request MAKE A ___, they must wait for 2 additional statements which give a description.

2. In the Presentation say special attention to the first statement of description which uses two nouns except in the case of car. With the latter, direct the pupils to use IS, but with all the other combinations of nouns, direct the pupils to use ARE.

3. Note that in the second statement of description the pupils should be careful to practice IS with HEAD/TAIL/BODY and ARE with WHEELS/LEGS.

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#91

PRESENTATION

Teacher needs: The following shapee objects:

a yellow bird with a red head
a blue cat with a yellow tail
a yellow car with green wheels
a red dog with green legs.

Each group needs: The shapee pieces used Unit #89.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up the pictures of a dog/shapee dog from the Pictures Book.	MAKE A DOG.		
2. Points to the body and head; then points to the legs.	THE BODY AND HEAD ARE RED; THE LEGS ARE GREEN		They make a dog.
3. Holds up the picture of a car; as he speaks, he points first to the wheels, then to the body.	MAKE A CAR. THE BODY IS YELLOW; THE WHEEL ARE GREEN.		They make a car.
4. Holds up the picture of a cat; as he speaks, he points first to the wheels, and then to the body.	MAKE A CAT. THE HEAD AND BODY ARE BLUE; THE TAIL IS YELLOW.		They make a cat.
5. Holds up the picture of a bird; as he speaks, he first points to the head and body and then to the legs.	MAKE A BIRD. THE HEAD AND BODY ARE YELLOW; THE LEGS ARE RED.		They make a bird.
6. Acts out "take apart."	TAKE APART THE THINGS.		They do it.
7. Holds up the red dog with green legs; points to A-1 and B-1; points back to the head and body of the dog; points to the legs.	SAY: MAKE A DOG. THE BODY AND HEAD ARE RED; THE LEGS ARE GREEN.	(A-1 and B-1 say) MAKE A DOG. THE BODY AND HEAD ARE RED; THE LEGS ARE GREEN.	A-2 and B-2 do it.
8. Holds up the blue cat with a yellow tail; points to A-2 and B-2; points back to the parts of the cat.	SAY: MAKE A CAT. THE HEAD AND BODY ARE BLUE; THE TAIL IS YELLOW.	(A-2 and B-2 say) MAKE A CAT. THE HEAD AND BODY ARE BLUE; THE TAIL IS YELLOW.	A-1 and B-1 do it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9.	Holds up the yellow bird with a red head; points to A-1 and B-1; points back to the parts of the bird.	SAY: MAKE A BIRD. THE BODY AND LEGS ARE YELLOW; THE HEAD IS RED.	(A-1 and B-1 say) MAKE A BIRD. THE BODY AND LEGS ARE YELLOW; THE HEAD IS RED.	A-2 and B-2 do it.
10.	Holds up the yellow car with green wheels; points to A-2 and B-2; points back to the parts of the car.	SAY: MAKE A CAR. THE BODY IS YELLOW; THE WHEELS ARE GREEN.	(A-2 and B-2 say) MAKE A CAR. THE BODY IS YELLOW; THE WHEELS ARE GREEN.	A-1 and B-1 do it.
11.	Holds up the red dog with green legs; points to A-2 and B-2; points back to the parts of the dog.	SAY:	(A-2 and B-2 say) MAKE A DOG. THE HEAD AND BODY ARE RED; THE LEGS ARE GREEN.	A-1 and B-1 do it.
12.	Holds up the blue cat with a yellow tail; points to A-1 and B-1; points back to the parts of the cat.	SAY:	(A-1 and B-1 say) MAKE A CAT. THE HEAD AND BODY ARE BLUE; THE TAIL IS YELLOW.	A-2 and B-2 do it.
13.	Holds up the yellow bird with a red head; points to A-2 and B-2; points back to the parts of the bird.	SAY:	(A-2 and B-2 say) MAKE A BIRD. THE BODY AND LEGS ARE YELLOW; THE HEAD IS RED.	A-1 and B-1 do it.
14.	Holds up the yellow car with green wheels; points to A-1 and B-1; points back to the parts of the car.	SAY:	(A-1 and B-1 say) MAKE A CAR. THE BODY IS YELLOW; THE WHEELS ARE GREEN.	A-2 and B-2 do it.
15.	Points to all the shapee objects; then to all the pupils.	TAKE APART THE THINGS AND PUT THEM IN THE MIDDLE OF THE TABLE.		They do it.

#91

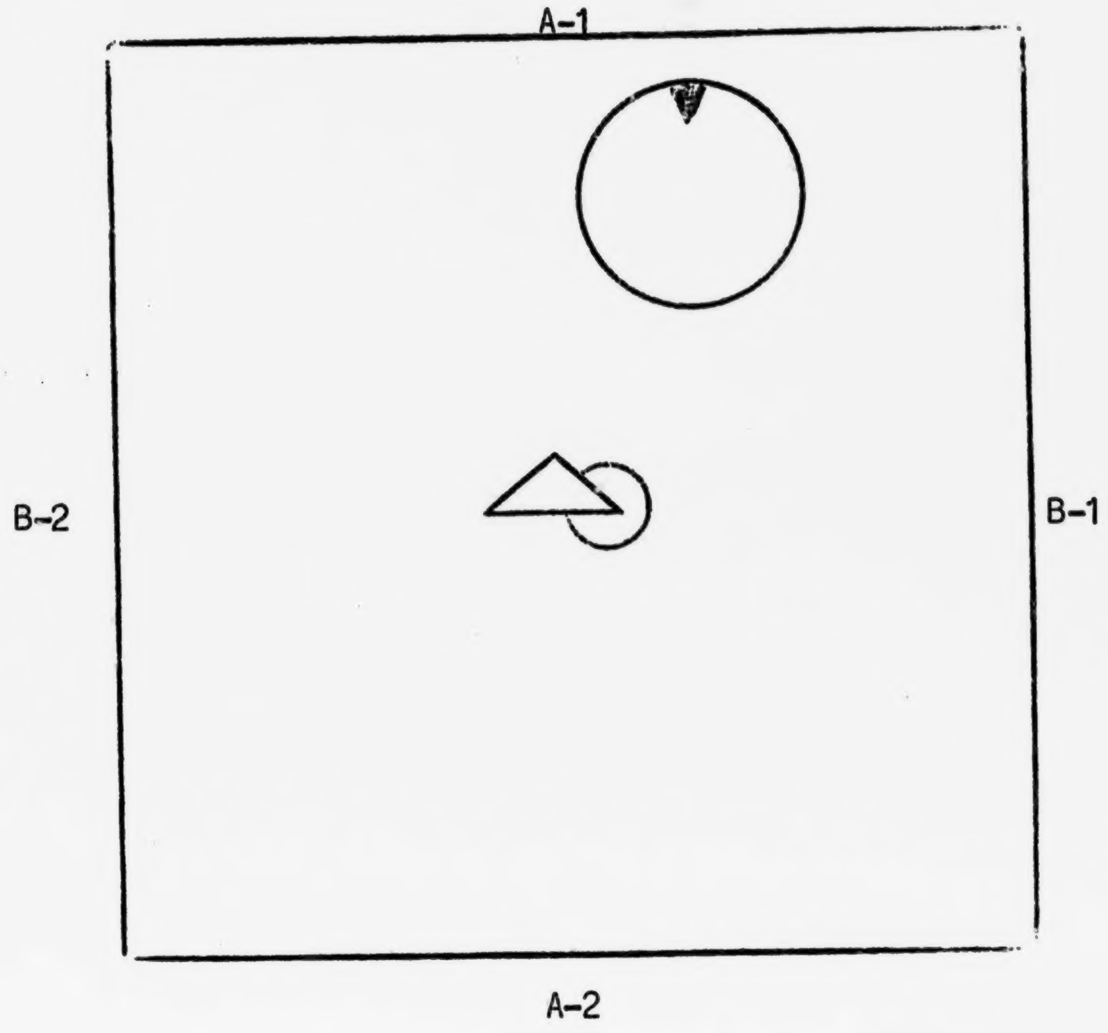
COMMUNICATION ACTIVITY

Materials needed: 1) The shapee pieces used in the Presentation.

2) Spinner Cover #12

Aim: To see which team can make four objects first.

Starting Position:



Description of Play:

A-1: Spins the spinner (a yellow bird with a red head)
He says: MAKE A BIRD. THE BODY AND LEGS ARE YELLOW. THE HEAD IS RED.
A-2 does it and holds it up.
A-1 shows the spinner. The object matches it.
A-2 puts the object in front of himself.

B-1: Spins (a yellow car with green wheels).
He says: MAKE A CAR. THE BODY IS YELLOW. THE WHEELS ARE GREEN.
B-2 does it and holds it up.
B-1 shows the spinner. The object matches it.
B-2 puts the object in front of himself.

A-2: Spins (a red dog with green legs).
He says: MAKE A DOG. THE HEAD AND BODY ARE RED. THE LEGS ARE GREEN.
A-1 does it and holds it up.
A-2 shows the spinner. The object matches it.
A-1 puts the object in front of himself.

*B-2: Spins (a blue cat with a yellow tail).
He says: MAKE A CAT. THE BODY AND HEAD ARE YELLOW. THE TAIL IS BLUE.
B-1 does it and holds it up.
B-2 shows the spinner. The object does not match it.
B-1 takes the object apart and puts the pieces back on the table.

*A mistake has been included in this description.

UNIT #92

Pattern:	SHOW	ME	THE	BIRD	NEAR	THE	BOX,	WILL	YOU?
				DOG	ON				
				STICK	UNDER				
				TREE	IN				

Teaching Points:

1. The Presentation introudces "will you?" (the question as the tag end of a sentence).
2. Save the cards and objects from this Unit for use in the following Unit.

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#92

PRESENTATION

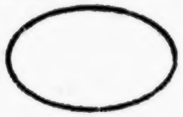
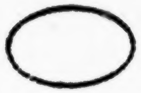
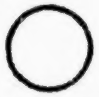
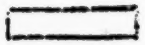
Teacher needs: 1) The following shapee objects:

a red bird
a blue bird
a green bird
a yellow bird
a big red tree
a little red tree

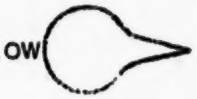
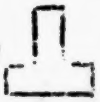
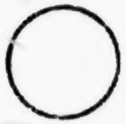
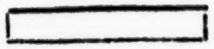
a blue tree
a red stick
a green stick
a red dog
a yellow dog
a little red dog

2) The demonstration box.

Each group needs:

2 red/1 blue 
2 red 
2 red 
3 red 

The following shapee pieces:

1 red/1 blue/1 green/1 yellow 
1 red/1 blue/1 green/1 yellow 
1 red/1 blue/1 green/1 yellow 
5 red/1 blue/1 green 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	MAKE A RED BIRD AND A YELLOW DOG. MAKE A LITTLE RED TREE.		He does it.
2. Holds up the box; points near it.	A-1, PUT YOUR THINGS NEAR THE BOX.	A-1, PUT YOUR THINGS NEAR THE BOX.	He does it.
3. Points to B-1.	MAKE A GREEN BIRD AND A RED STICK. MAKE A BIG RED TREE.		He does it.
4. Holds up the box; points in it.	B-1, PUT YOUR THINGS IN THE BOX.	B-1, PUT YOUR THINGS IN THE BOX.	He does it.
5. Points to A-2.	MAKE A BLUE BIRD AND A GREEN STICK. MAKE A LITTLE RED DOG.		He does it.
6. Holds up the box; points on it.	A-2, PUT YOUR THINGS ON THE BOX.	A-2, PUT YOUR THINGS ON THE BOX.	He does it.
7. Points to B-2.	MAKE A YELLOW BIRD AND A BLUE TREE. MAKE A BIG RED DOG.		He does it.
8. Holds up the box; points under it.	B-2, PUT YOUR THINGS UNDER UNDER THE BOX.	B-2, PUT YOUR THINGS UNDER THE BOX.	He does it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9. Points to A-1.	SHOW ME THE BIRD ON THE BOX, WILL YOU?	(Class says to A-1) SHOW ME THE BIRD ON THE BOX, WILL YOU?	A-1 holds up the blue bird; returns it to its place.
10. Points to B-1.	SHOW ME THE BIRD NEAR THE BOX, WILL YOU?	SHOW ME THE BIRD NEAR THE BOX, WILL YOU?	B-1 holds up the red bird, as above.
11. Points to A-2.	SHOW ME THE TREE IN THE BOX, WILL YOU?	SHOW ME THE TREE IN THE BOX, WILL YOU?	A-2 holds up the big red tree, as above.
12. Points to B-2.	SHOW ME THE TREE UNDER THE BOX, WILL YOU?	SHOW ME THE TREE UNDER THE BOX, WILL YOU?	B-2 holds up the blue tree.
13. Holds up the red bird.	SHOW ME THE BIRD ON THE BOX, WILL YOU?	SHOW ME THE BIRD ON THE BOX, WILL YOU?	
14. Holds up the little red dog.		SHOW ME THE DOG ON THE BOX, WILL YOU?	
15. Holds up the green bird.		SHOW ME THE BIRD IN THE BOX, WILL YOU?	
16. Holds up the blue tree.		SHOW ME THE TREE UNDER THE BOX, WILL YOU?	
17. Holds up the yellow dog.		SHOW ME THE DOG NEAR THE BOX, WILL YOU?	
18. Holds up the little red tree.		SHOW ME THE TREE NEAR THE BOX, WILL YOU?	

*If each pupil has returned the object he showed, the table is now ready for the activity. The objects are arranged as follows:

On the box: a blue bird, a green stick, and a little red dog
Under the box: a yellow bird, a blue tree, and a big red dog
Near the box: a red bird, a yellow dog, and a little red tree
In the box: a green bird, a red stick, and a big red tree.

#92

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made and distributed in the Presentation (on, under, near, and in the box).

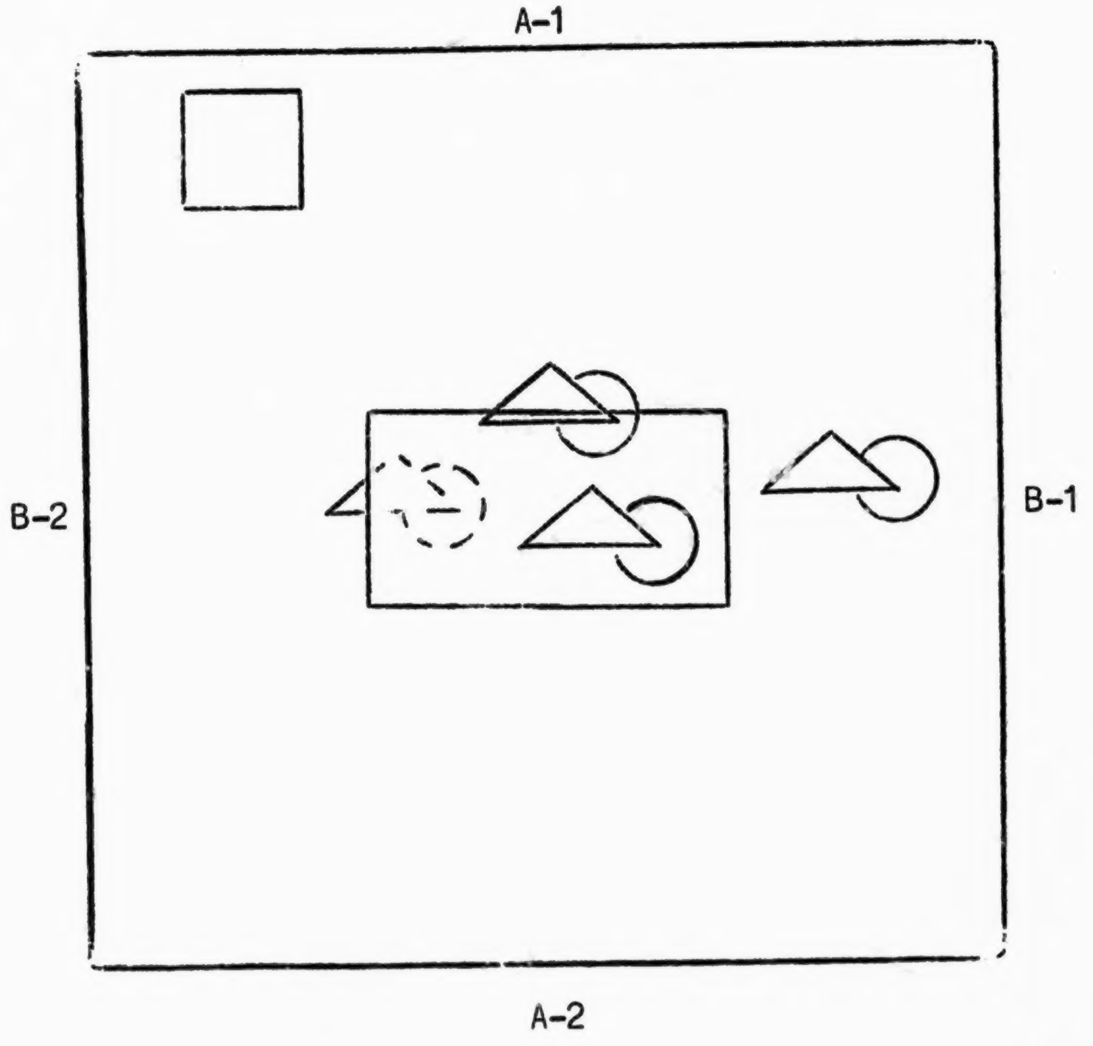
2) A box (face up, so that objects in it are visible).

3) The following picture cards, mixed and face down on the table:

a red bird
a blue bird
a green bird
a yellow bird
a big red tree
a little red tree
a blue tree
a red stick
a green stick
a red dog
a yellow dog
a little red dog

Aim: For a team to get five cards.

Starting Position:



Description of Play:

A-1: Takes a card (a red bird).
The matching object is near the box.
A-1 says to A-2: SHOW ME THE BIRD NEAR THE BOX, WILL YOU?
A-2 does so.
The card matches the object.
The object is returned to position (near the box).
A-1 keeps the card for the team.

B-1: Takes a card (a big red tree).
The matching object is in the box.
B-1 says to B-2: SHOW ME THE TREE IN THE BOX, WILL YOU?
B-2 does so.
The card matches the object.
The object is returned to position.
B-1 keeps the card for the team.

*A-2: Takes a card (a little red dog).
The matching object is on the box.
A-2 says to A-1: SHOW ME THE DOG NEAR THE BOX, WILLYOU?
A-1 shows A-2 the big red dog (which is near the box).
The card does not match the object.
The object is returned to position.
A-2 returns the card to the pack.

B-2: Takes a card (a yellow bird).
The matching object is under the box.**
B-2 says to B-1: SHOW ME THE BIRD UNDER THE BOX, WILL YOU?
B-1 does so.
The card matches the object.
The object is returned to position.
B-2 keeps the card for the team.

---

*A mistake has been included in this description.

**The object should not be completely under the box. Enough of it should be visible so that the pupils can know what it is.

UNIT # 93

Pattern:	SHOW	ME	MY	BIRD,	WILL	YOU?
			YOUR			
			B-1's			
			B-2's			

Teaching Point:

This Unit provides additional practice in the tag question pattern. Possessive adjectives (MY/YOURS/B-1's/B-2's_ precede the object, BIRD.

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#93

PRESENTATION

Teacher needs: The following shapee objects:

a red bird
a blue bird
a green bird
a yellow dog
a yellow bird
a big red tree
a little red tree
a little red dog
a blue tree
a red stick
a green stick
a big red dog

Each group needs: The shapee objects from the previous Unit.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	TAKE A RED BIRD AND A YELLOW DOG. TAKE A LITTLE RED TREE.		He does it.
2. Points in front of A-1.	KEEP YOUR THINGS IN FRONT OF YOURSELF.		He does it.
3. Points to B-1.	TAKE A GREEN BIRD AND A RED STICK. TAKE A BIG RED TREE.		He does it; keeps the objects, as above.
4. Points to A-2.	TAKE A BLUE BIRD AND A GREEN STICK. TAKE A LITTLE RED DOG.		He does it; keeps the objects, as above.
5. Points to B-2.	TAKE A YELLOW BIRD AND A BLUE TREE. MAKE A BIG RED DOG.		He does it; keeps the objects, as above.
6. Points to A-1; holds up a blue bird.	SAY: SHOW ME YOUR BIRD, WILL YOU?	SHOW ME YOUR BIRD, WILL YOU?	A-2 shows A-1 his blue bird.
7. Points to B-1; holds up a red bird.	SAY: SHOW ME A-1's BIRD, WILL YOU?	SHOW ME A-1's BIRD, WILL YOU?	B-2 does it.
8. Points to A-2.	SAY: SHOW ME MY BIRD, WILL YOU?	SHOW ME MY BIRD, WILL YOU?	A-1 shows the blue bird.
9. Points to B-2.	SAY: SHOW ME A-1's DOG, WILL YOU?	SHOW ME A-1's DOG, WILL YOU?	B-1 shows the yellow dog.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Points to A-1; holds up a little red tree.	SAY:	SHOW ME MY TREE, WILL YOU?	A-2 shows him the little red tree.
11. Points to B-1; holds up a green stick.	SAY:	SHOW ME A-2's STICK, WILL YOU?	B-2 shows him the green stick.
12. Points to A-2; holds up a yellow bird.	SAY:	SHOW ME B-2's BIRD, WILL YOU?	A-1 shows him the yellow bird.
13. Points to B-2; holds up the blue tree.	SAY:	SHOW ME MY TREE, WILL YOU?	B-1 shows him the blue tree.
14. Points to A-1; holds up the green stick.	SAY:	SHOW ME YOUR STICK, WILL YOU?	A-2 shows him the green green stick.
15. Points to B-1; holds up the big red tree.	SAY:	SHOW ME MY TREE, WILL YOU?	B-2 shows him the big red tree.
16. Points to A-2; holds up the red stick.	SAY:	SHOW ME B-1's STICK, WILL YOU?	A-1 shows him the red stick.
17. Points to B-2; holds up the green stick.	SAY:	SHOW ME A-2's STICK, WILL YOU?	B-1 shows him the green stick.

#93

COMMUNICATION ACTIVITY

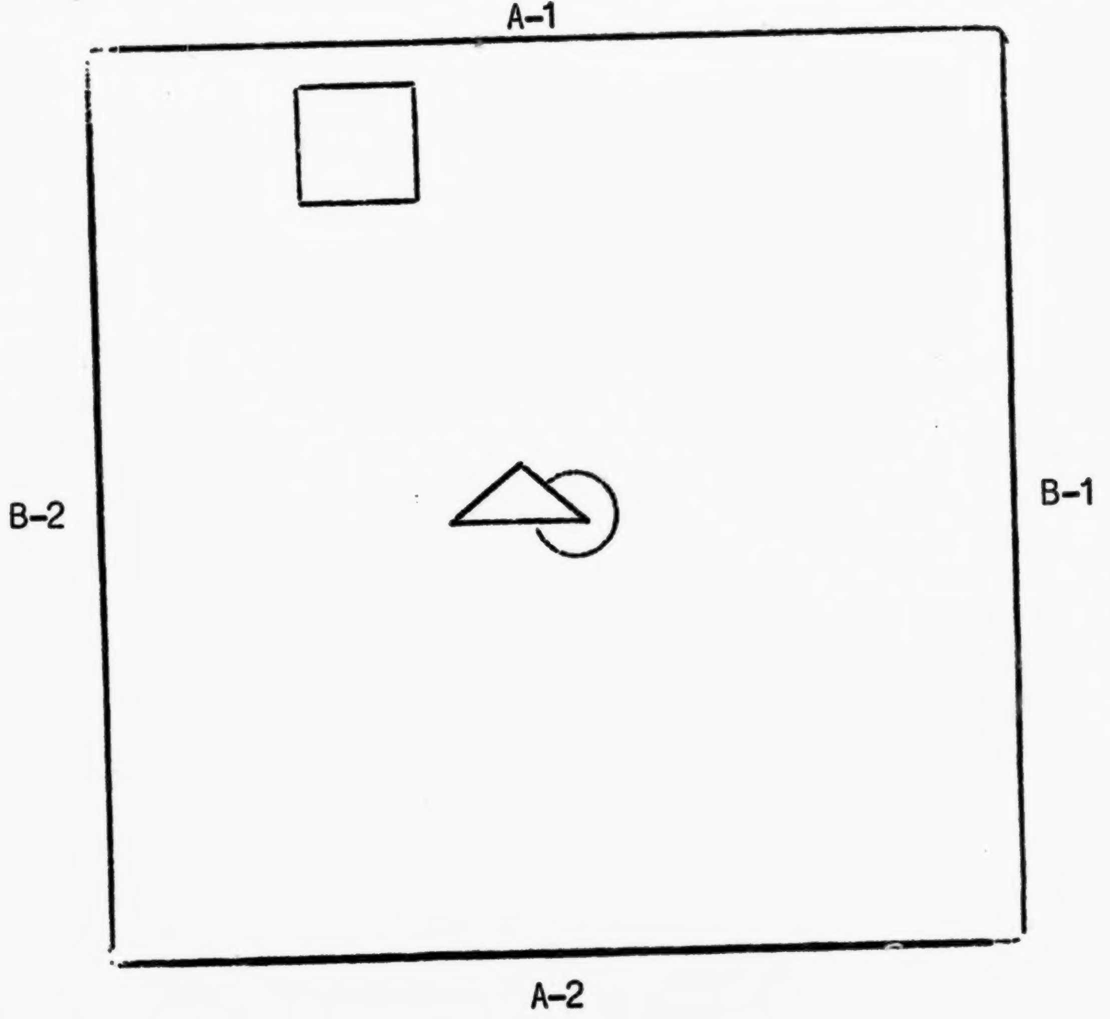
Materials needed: 1) The shapee objects made in the previous Presentation.

2) The following picture cards (from the previous Unit) mixed and face down on the table:

a red bird
a blue bird
a green bird
a yellow bird
a big red tree
a little red tree
a blue tree
a red stick
a green stick
a red dog
a yellow dog
a little red dog

Aim: For a team to get five cards.

Starting Position: Each player keeps in front of himself the objects he took in Steps #1 - #5 of the Presentation.



Description of Play

A-1: Takes a card (a blue tree).
The matching object belongs to B-2.
A-1 says to A-2: SHOW ME B-2's TREE, WILL YOU?
A-2 does so.
The card matches the objects.
The object is returned to position (B-2's pile of objects).
A-1 keeps the card for the team.

B-1: Takes a card (a yellow bird).
The matching object belongs to B-2.
He says to B-2: SHOW ME YOUR BIRD, WILL YOU?
B-2 does so.
The card matches the object.
The object is returned to position.
B-1 keeps the card. for the team.

A-2: Takes a card (a little red dog).
The matching object belongs to him
He says to A-1: SHOW ME MY DOG, WILL YOU?
A-1 does so.
The card matches the object.
The object is returned to position.
A-2 keeps the card for the team.

*B-2: Takes a card (a green bird).
The matching object belongs to B-1.
B-2 says: SHOW ME MY BIRD, WILL YOU?
B-1 shows B-2 the yellow bird.
The card does not match the object.
The object is returned to position.
B-2 returns the card to the pack.

*A mistake has been included in this description.

UNIT #94

Pattern:	I	WANT	TO	MAKE	A	RED	FISH.	GIVE	ME	THE	HEAD.
						BLUE	BIRD				BODY
						GREEN					LEGS
						YELLOW					TAIL

Teaching Points:

1. The Presentation uses "want" (introduced in #82) with the first person singular.
2. Save the objects and pieces from this Unit for use in the following Unit.

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#94

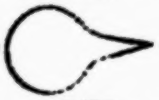
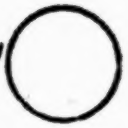
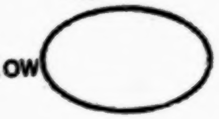
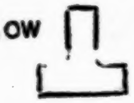
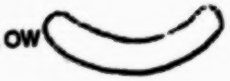
PRESENTATION

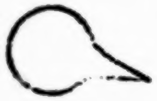
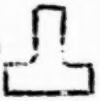
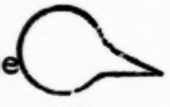
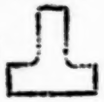
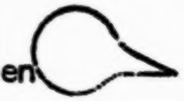
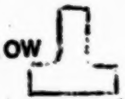
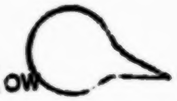
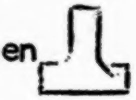
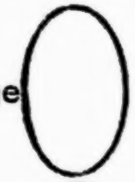
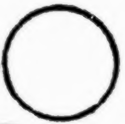
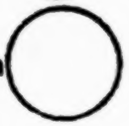
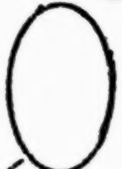
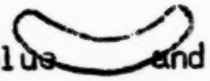
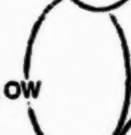
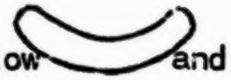
Teacher needs: The following shapee objects taken apart:

a red bird
a blue bird
a green bird
a yellow bird

a red fish
a blue fish
a green fish
a yellow fish

Each group needs: The following shapee pieces:

4 red/4 blue/4 green/4 yellow 
4 red/4 blue/4 green/4 yellow 
4 red/4 blue/4 green/4 yellow 
4 red/4 blue/4 green/4 yellow 
4 red/4 blue/4 green/4 yellow 

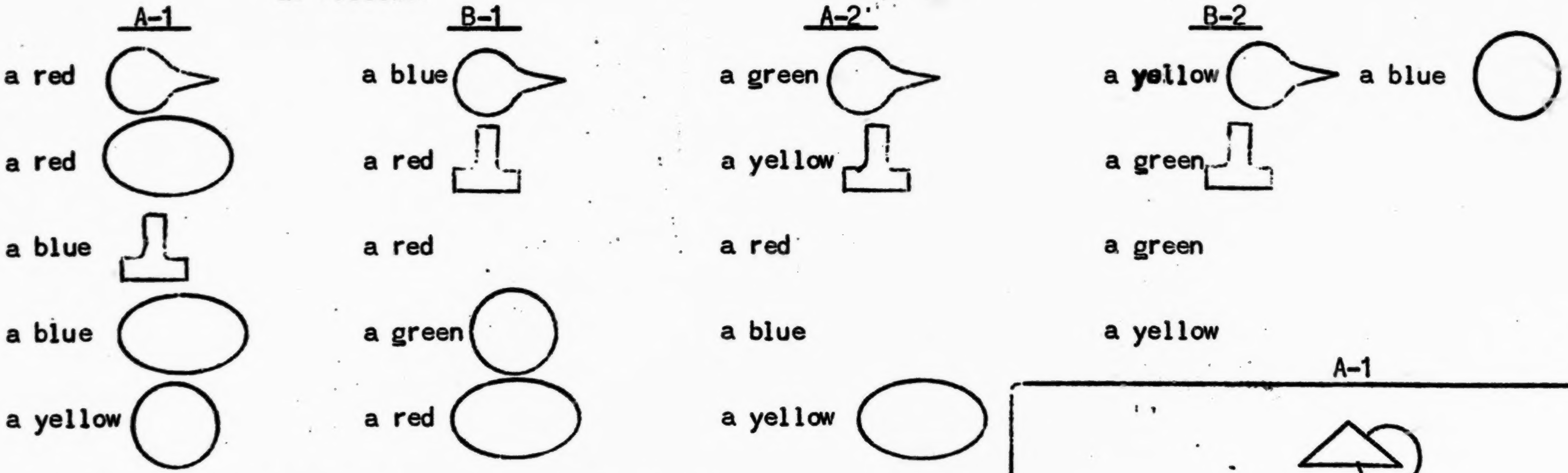
TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1; holds up a red  and a blue 	TAKE THESE PIECES.		He does it.
2. Points to B-1; holds up a blue  and a red 	TAKE THESE PIECES.		He does it.
3. Points to A-2; holds up a green  and a yellow 	TAKE THESE PIECES.		He does it.
4. Points to B-2; holds up a yellow  and a green 	TAKE THESE PIECES.		He does it.
5. Points to A-1; holds up a red and a blue  and a yellow 	TAKE THESE PIECES.		He does it.
6. Points to B-1; holds up a red and a green  and a red 	TAKE THESE PIECES.		He does it.
7. Points to A-2; holds up a red and a blue  and a yellow 	TAKE THESE PIECES.		He does it.
8. Points to B-2; holds up a green and a yellow  and a blue	TAKE THESE PIECES.		He does it.

TEACHER		CLASS	#94
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9. Points to A-1; holds up a red fish body.	SAY: I WANT TO MAKE A RED FISH.	I WANT TO MAKE A RED FISH.	A-1 holds up his red fish body.
10. Points to A-1; indicates A-2.	SAY: GIVE ME THE TAIL.	GIVE ME THE TAIL.	A-1 points to A-2 who gives him the piece. A-1 makes the object; then takes it apart and returns the tail to A-2.
11. Points to B-1; holds up a blue bird head.	SAY: I WANT TO MAKE A BLUE BIRD.	I WANT TO MAKE A BLUE BIRD.	
12. Points to B-1; indicates A-1.	SAY: GIVE ME THE LEGS.	GIVE ME THE LEGS.	B-1 points to A-1 who gives him the legs, as above. B-1 points to B-2 who gives him the body, as above.
13. Points to B-1; indicates B-2.	SAY:	GIVE ME THE BODY.	
14. Points to A-2; holds up a green bird head.	SAY: I WANT TO MAKE A GREEN BIRD.	I WANT TO MAKE A GREEN BIRD.	
15. Points to A-2; indicates B-2 and B-1.	SAY:	GIVE ME THE LEGS. GIVE ME THE BODY.	A-2 points to B-2 who gives him the legs; then he points to B-1 who gives him the body.
16. Points to B-2; holds up a yellow fish tail	SAY: I WANT TO MAKE A YELLOW FISH.	I WANT TO MAKE A YELLOW FISH.	
17. Points to B-2; indicates A-2.	SAY:	GIVE ME THE TAIL.	B-2 points to A-2 who gives him the tail.

#99

COMMUNICATION ACTIVITY

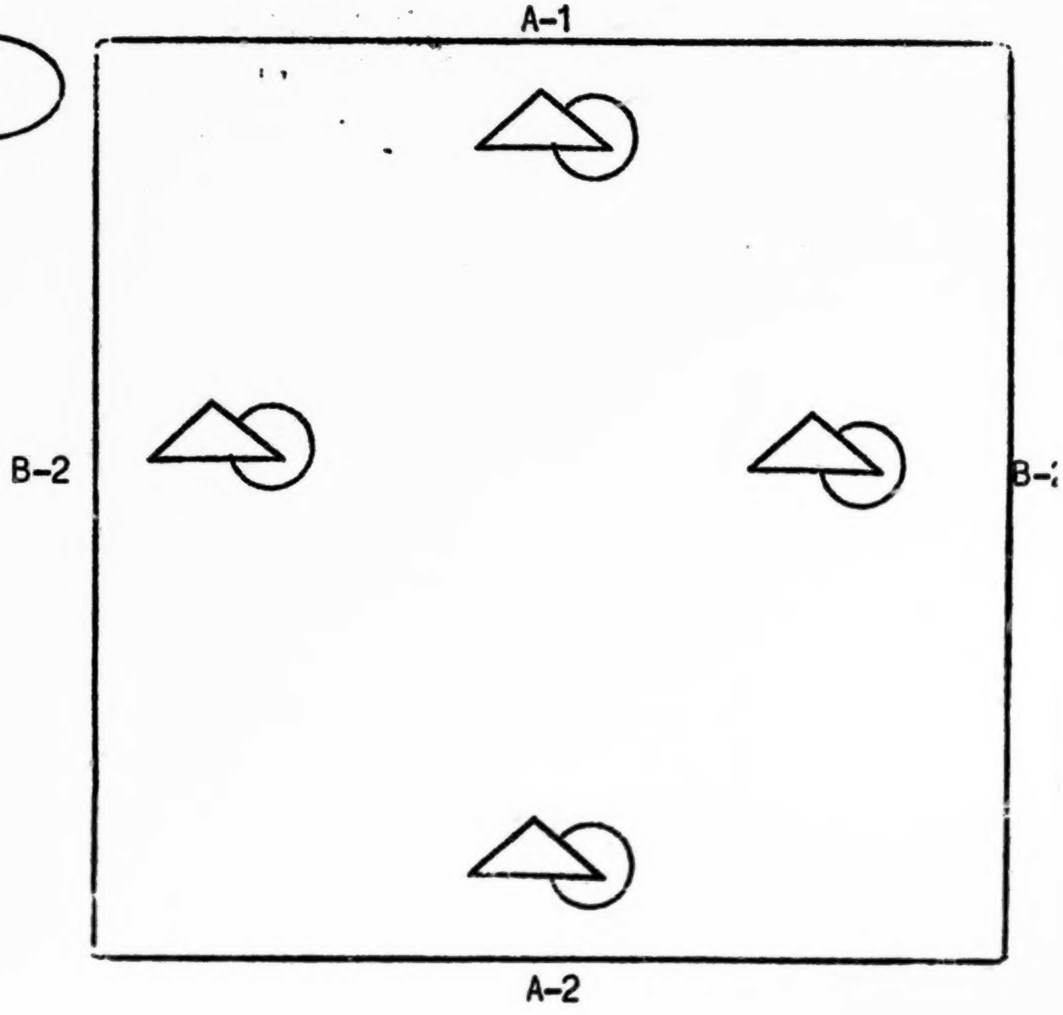
Materials needed: The shapee pieces distributed in the Presentation (5 pieces to each member of the group), as follows:



A-1	B-1	A-2	B-2
a red	a blue	a green	a yellow a blue
a red	a red	a yellow	a green
a blue	a red	a red	a green
a blue	a green	a blue	a yellow
a yellow	a red	a yellow	

Aim: To get rid of one's pieces. The activity is over when one pupil has gotten rid of all his pieces by making objects with them. This is not a team activity.

Starting Position:



Description of Play:

A-1: Hides any one of his own pieces in his hand (a red fish body).
He says: I WANT TO MAKE A RED FISH.
A-2 has the red fish tail, so A-1 says to him: GIVE ME THE TAIL.*
A-2 does it.
A-1 makes the object, then discards it.

B-1: Hides any one of his own pieces in his hand (a blue bird head).
He says: I WANT TO MAKE A BLUE BIRD.
A-1 has the blue bird legs and B-2 has the blue bird body.
B-1 says to A-1: GIVE ME THE LEGS, and says to B-2: GIVE ME THE BODY.
They do it.
B-1 makes the object, then discards it.

**A-2: Hides any one of his own pieces in his hand (a green bird head).
He says: I WANT TO MAKE A GREEN BIRD.
B-2 has the green bird legs and B-1 has the green bird body.
A-2 says to B-2: GIVE ME THE LEGS, and says to B-1: GIVE ME THE BODY.
B-2 gives him the green bird legs, but B-1 gives him the red bird body.
The pieces do not match. A-2 returns the legs to B-2 and the body to B-1.

B-2: Hides any one of his own pieces in his hand (a yellow fish tail).
He says: I WANT TO MAKE A YELLOW FISH.
A-2 has the yellow fish body, so B-2 says to him: GIVE ME THE BODY.
A-2 does it.
B-2 makes the object, then discards it.

---

*To make it clear who he is speaking to, A-1 may point to A-2, or address him by name (i.e., A-2, GIVE ME THE TAIL).

**A mistake has been included in this description.

UNIT #95

Pattern: I WANT TO MAKE A RED FISH. WHO HAS THE HEAD?

BLUE BIRD

GREEN

YELLOW

BODY

LEGS

TAIL

I HAVE.

GIVE IT TO ME, PLEASE.

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#95

PRESENTATION

Teacher needs: The following shapee objects, taken apart:

a red bird	a red fish
a blue bird	a blue fish
a green bird	a green fish
a yellow bird	a yellow fish

Each group needs: The pieces taken in the previous Presentation.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Follows Steps #1 to #8 of the previous Presentation.			Each pupil ends with 5 shapee pieces.
9. Points to A-1.	SAY: I WANT TO MAKE A RED FISH. WHO HAS THE TAIL?	I WANT TO MAKE A RED FISH. WHO HAS THE TAIL?	
10. Points to A-2.	SAY: I HAVE.	I HAVE.	
11. Points to A-1.	SAY: GIVE IT TO ME, PLEASE.	GIVE IT TO ME, PLEASE.	A-2 does it; A-1 makes the object; takes it apart and returns the tail to A-2.
12. Points to B-1.	SAY: I WANT TO MAKE A BLUE BIRD. WHO HAS THE LEGS?	I WANT TO MAKE A BLUE BIRD. WHO HAS THE LEGS?	
13. Points to A-1.	SAY: I HAVE.	I HAVE.	
14. Points to B-1.	SAY: GIVE THEM TO ME, PLEASE.	GIVE THEM TO ME, PLEASE.	A-1 does it.
15. Points to B-1; holds up the blue bird body.	SAY: WHO HAS THE BODY?	WHO HAS THE BODY.	
16. Points to B-2.	SAY: I HAVE.	I HAVE.	

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
17. Points to B-1.	SAY: GIVE IT TO ME, PLEASE.	GIVE IT TO ME, PLEASE.	B-2 does it; B-1 makes the object; takes it apart; returns the legs to A-1 and the body to B-2.
18. Points to A-2; holds up a green bird head.	SAY:	I WANT TO MAKE A GREEN BIRD. WHO HAS THE LEGS?	
19. Points to A-1.	SAY: I HAVE.	I HAVE.	
20. Points to A-2.	SAY: GIVE THEM TO ME, PLEASE.	GIVE THEM TO ME, PLEASE.	A-1 does it.
21. Points to A-2; holds up the green bird body.	SAY:	WHO HAS THE BODY?	
22. Points to B-1.	SAY: I HAVE.	I HAVE.	
23. Points to A-2.	SAY: GIVE IT TO ME, PLEASE.	GIVE IT TO ME, PLEASE.	
24. Points to B-2; holds up a yellow fish tail.	SAY:	I WANT TO MAKE A YELLOW FISH. WHO HAS THE BODY?	
25. Points to A-2.	SAY: I HAVE.	I HAVE.	
26. Points to B-2.	SAY: GIVE IT TO ME, PLEASE.	GIVE IT TO ME, PLEASE.	A-2 does it; B-2 makes the object; takes it apart and returns the body to A-2.

#95

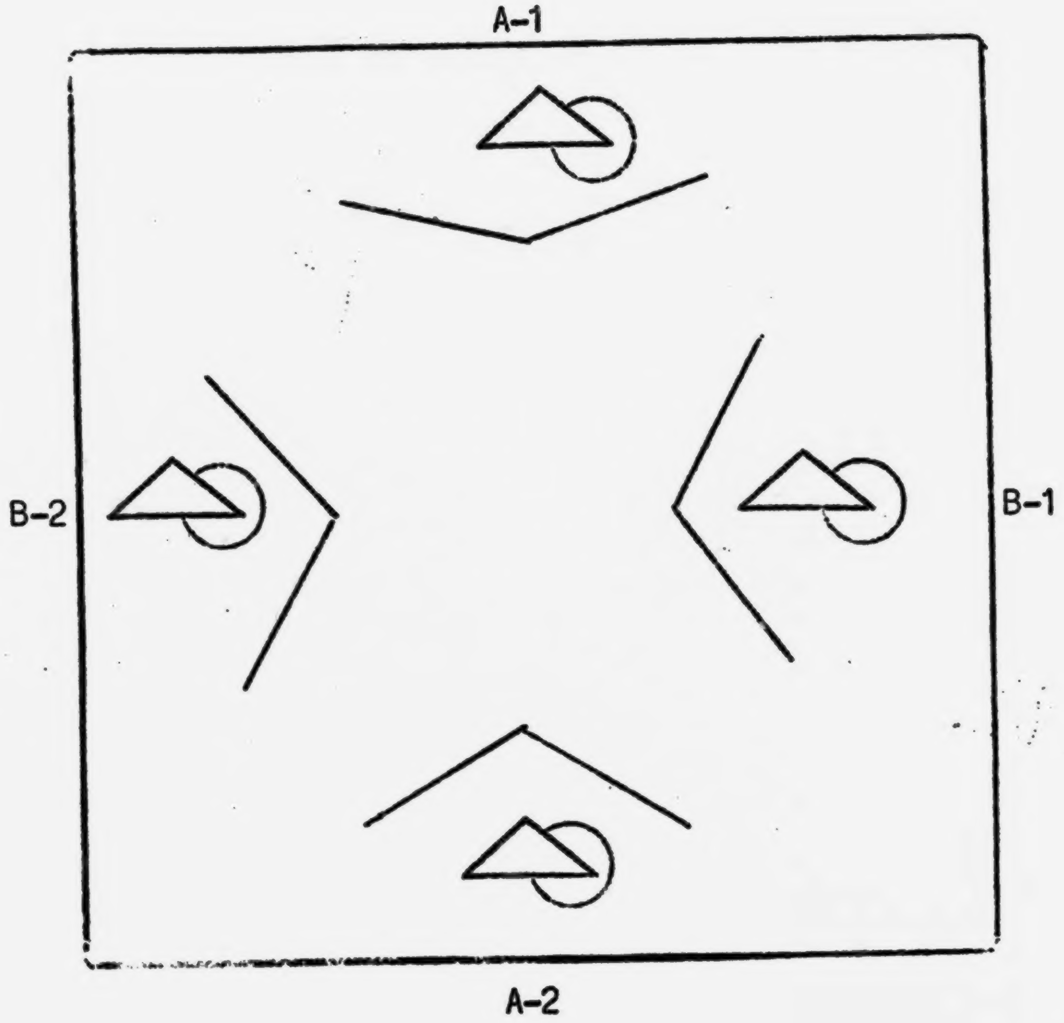
COMMUNICATION ACTIVITY

Materials needed: 1) The shapee pieces distributed in the Presentation, 5 to each pupil (see Unit #94 for the distribution).

2) A shield for each pupil's pieces (the Direction Boards may be used).

Aim: To get rid of one's pieces. The activity is over when one pupil has gotten rid of all his pieces by making objects with them (he removes his shield when he has done so). This is not a team activity.

Starting Position:



#95

Description of Play:

A-1: Hides any one of his own pieces in his hand (a red fish body).
He says: I WANT TO MAKE A RED FISH. WHO HAS THE TAIL?
A-2 has it, so he says: I HAVE.
A-1 says: GIVE IT TO ME, PLEASE.
A-2 does it.
A-1 makes the object, then discards it.

B-1: Hides any one of his own pieces in his hand (a blue bird head).
He says: I WANT TO MAKE A BLUE BIRD. WHO HAS THE LEGS?
A-1 has team, so he says: I HAVE.
B-1 says: GIVE THEM TO ME, PLEASE.
A-1 does it.
B-1 says: WHO HAS THE BODY?
B-2 has it, so he says: I HAVE.
B-1 says: GIVE IT TO ME, PLEASE.
B-2 does it.
B-1 makes the object, then discards it.

*A-2: Hides any one of his own pieces in his hand (a green bird head).
He says: I WANT TO MAKE A GREEN BIRD. WHO HAS THE LEGS?
B-2 has them, so he says: I HAVE.
A-2 says: GIVE THEM TO ME, PLEASE
B-2 does it.
A-2 makes the object, but it is lacking a body.
He returns the legs to B-2.

B-2: Hides any one of his own pieces in his hand (a yellow fish tail).
He says: I WANT TO MAKE A YELLOW FISH. WHO HAS THE BODY?
A-2 has it, so he says: I HAVE.
B-2 says: GIVE IT TO ME, PLEASE.
A-2 does it.
B-2 makes the object, then discards it.

*A mistake has been included in this description.

UNIT #96

Pattern:	WHERE	IS	THE	RED	BALL?	IT	IS	ON	THE	BAG.
				BLUE	COAT			UNDER		
					STICK			IN		
								NEAR		

Teaching Point:

The Presentation introduces the question beginning with "where."

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#96

PRESENTATION

Teacher needs: The following shapee objects:

a red ball
a red coat
a red stick

a blue ball
a blue coat
a blue stick

Each group needs: 1) The following shapee pieces:

2 red/2 blue ▭ 2 red/2 blue ⏢ 2 red/2 blue ○

2) 2 bags, one between A-1 and B-1, the other between A-2 and B-2.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1 and A-2.	TAKE A RED BALL AND A BLUE ONE.		They do it.
2.		PUT THE RED BALL ON THE BAG AND THE BLUE BALL UNDER IT.		A-1 puts his objects on and under one bag; A-2 puts his objects on and under the other.
3.	Points to B-1.	SAY: WHERE'S THE RED BALL?	WHERE'S THE RED BALL?	
4.	Points to B-2.	SAY: IT'S ON THE BAG.	IT'S ON THE BAG.	
5.	Points to A-1; holds up the blue ball.	SAY: WHERE'S THE BLUE BALL?	WHERE'S THE BLUE BALL?	
6.	Points to A-2.	SAY:	IT'S UNDER THE BAG.	
7.	Points to B-1 and B-2.	TAKE A RED DRESS AND A BLUE ONE.		They do it.
8.		PUT THE RED DRESS IN THE BAG AND THE BLUE DRESS NEAR IT.		B-1 uses one bag; B-2 uses the other.
9.	Points to B-2.	SAY: WHERE'S THE RED DRESS?	WHERE'S THE RED DRESS?	
10.	Points to B-1.	SAY:	IT'S IN THE BAG.	
11.	Points to A-2; holds up the blue dress.	SAY:	WHERE'S THE BLUE DRESS?	

TEACHER		CLASS	#96
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12. Points to A-1.		IT'S NEAR THE BAG.	
13. Points to A-1 and A-2.	TAKE A RED STICK AND A BLUE ONE. PUT THE RED STICK NEAR THE BAG AND THE BLUE STICK ON IT.		They do it.
14. Points to B-1; holds up the red stick.	SAY:	(B-1 says) WHERE'S THE RED STICK? (B-2 says) IT'S NEAR THE BAG.	
15. Points to A-1; holds up the blue stick.		(A-1 says) WHERE'S THE BLUE STICK? (A-2 says) IT'S ON THE BAG.	
16. Points to A-1 and B-1.	PUT YOUR THINGS ON THE TABLE.		They remove their objects and put them on the table.

#96

COMMUNICATION ACTIVITY

Materials needed: 1) Two bags (bag #1 and bag #2).

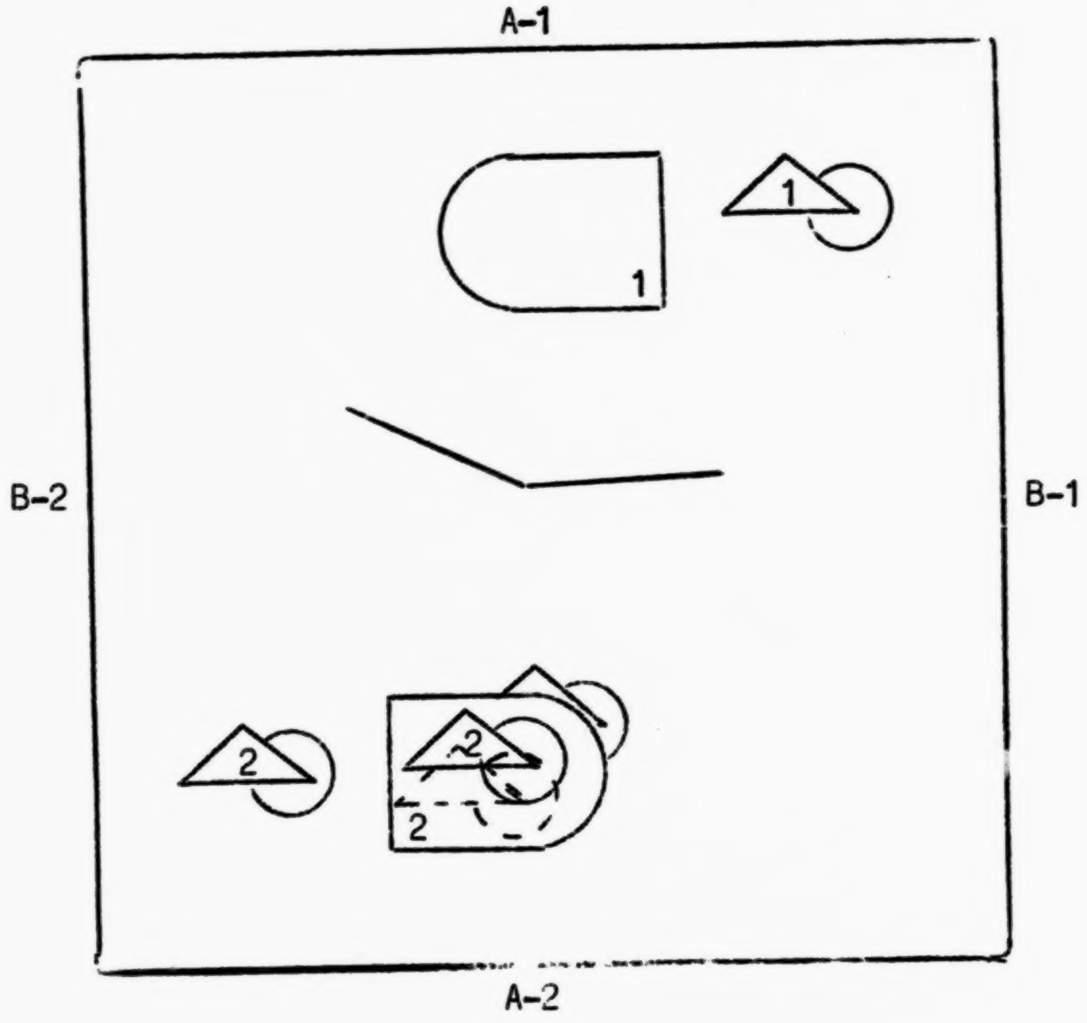
2) The shapee objects taken in the Presentation by A-1 and B-1 (Set #1).

3) The Set #2 objects taken taken in the Presentation by A-2 and B-2 and distributed by them (during the Presentation), in, on, near, and under bag #2.

4) A shield.

Aim: To get Set #1 objects.

Starting Position:



Description of Play:

A-1: Takes any Set #1 object (a red ball).
He says: WHERE'S THE RED BALL?
A-2 looks at bag #2. The Set #2 ball is in it.
He says: IT'S IN THE BAG.
A-1 puts the Set #1 object in bag #1.
The shield is removed. The red balls are in the same position.
A-1 keeps the Set #1 object.

B-1: Takes any Set #1 object (a blue coat).
He says: WHERE'S THE BLUE COAT?
B-2 looks at bag #2. The Set #2 blue coat is under it.
He says: IT'S UNDER THE BAG.
B-1 puts the Set #1 object under bag #1.
The shield is removed. The blue coats are in the same position.
B-1 keeps the Set #1 object.

*A-2: Takes any Set #1 object (a blue stick).
He says: WHERE'S THE BLUE STICK?
A-2 looks at bag #2. The Set #2 blue stick is near it.
He says: IT'S UNDER THE BAG.
A-1 puts the Set #1 object under bag #1.
The shield is removed. The blue sticks are not in the same position.
A-1 returns the Set #1 object to the pile.

The play is over when the Set #1 objects are all taken. The team-mates then change places, and the play is repeated.

*A mistake has been included in this description.

UNIT #97

Pattern:	WHERE	ARE	OUR	BALLS?	THEY	ARE	ON	THE	BAG.
			THEIR	COATS			UNDER		
				STICKS			IN		
							NEAR		

Teaching Point:

Note that this pattern requires the use of "their" and "they are."

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#97

PRESENTATION

Teacher needs: 1) The following shapee objects:

2 red balls	2 blue balls
2 red coats	2 blue coats
2 red sticks	2 blue sticks

2) A bag

3) A shield.

Each group needs: 1) The following shapee pieces:

4 red/4 blue ○ 4 red/4 blue ⏢ 4 red/4 blue ▭

2) 2 bags, one between A-1 and B-1, the other between A-2 and B-2

3) A shield.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1 and A-2.	TAKE 2 RED BALLS.		They do it.
2. Points to B-1 and B-2.	TAKE 2 RED BALLS.		They do it.
3. Points to A-1 and A-2; holds up the red balls.	SAY: OUR BALLS.	OUR BALLS.	
4. Points to A-1 and A-2; holds up the blue balls.	SAY: THEIR BALLS.	THEIR BALLS	
5. Points to B-1 and B-2; holds up the blue ball.	SAY: OUR BALL.	OUR BALL	
6. Points to B-1 and B-2; holds up a red ball.	SAY: THEIR BALL.	THEIR BALL	
7. Points to A-1 and A-2; mimes "in."	PUT YOUR BALLS IN THE BAG.		They do it.
8. Points to B-1 and B-2.	PUT YOUR BALLS UNDER THE BAG.		They do it.
9. Points to A-1.	SAY: WHERE ARE OUR BALLS?	WHERE ARE OUR BALLS?	
10. Points to A-2.	SAY: THEY'RE IN THE BAG.	THEY'RE IN THE BAG.	
11. Points to A-2 .	SAY: WHERE ARE THEIR BALLS?	(A-2 says) WHERE ARE THEIR BALLS? (A-1 says) THEY'RE UNDER THE BAG.	

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Points to B-1.	SAY: WHERE ARE OUR BALLS?	(B-1 says) WHERE ARE OUR BALLS? (B-2 says) THEY'RE UNDER THE BAG.	
13.	Points to A-2; holds up a red ball.	SAY:	(A-2 says) WHERE ARE OUR BALLS? (A-1 says) THEY'RE UNDER THE BAG.	
14.	Points to B-2; holds up a red ball.	SAY:	(B-2 says) WHERE ARE THEIR BALLS? (B-1 says) THEY'RE IN THE BAG.	
15.	Points to A-1 and A-2.	TAKE A RED DRESS AND A RED STICK.		They do it.
16.	Points to B-1 and B-2.	TAKE A BLUE DRESS AND A BLUE STICK.		They do it.
17.	Points to A-1 and A-2; holds up the red objects.	SAY: OUR BALL, OUR...	OUR BALL, OUR DRESS, OUR STICK.	
18.	Points to A-1 and A-2; holds up the blue objects.	SAY:	THEIR BALL, THEIR DRESS, THEIR STICK.	
19.	Points to B-1 and B-2; holds up the blue objects.		OUR BALL, OUR DRESS, OUR STICK.	
20.	Points to B-1 and B-2; holds up the red objects.		THEIR BALL, THEIR DRESS, THEIR STICK.	
21.	Points to A-1 and A-2.	PUT YOUR STICK UNDER THE BAG. PUT YOUR DRESS IN THE BAG.		They do it.
22.	Points to B-1 and B-2.	PUT YOUR STICK ON THE BAG. PUT YOUR DRESS NEAR THE BAG.		They do it.

#97

COMMUNICATION ACTIVITY

Materials needed: 1) Two bags (bag #1 and bag #2)

2) The shapee objects taken in the Presentation by A-1 and B-1 (Set #1),

3) Set #2 objects taken in the Presentation by A-2 and B-2 and distributed by them (during the Presentation), in, on, near, and under **bag #2.**

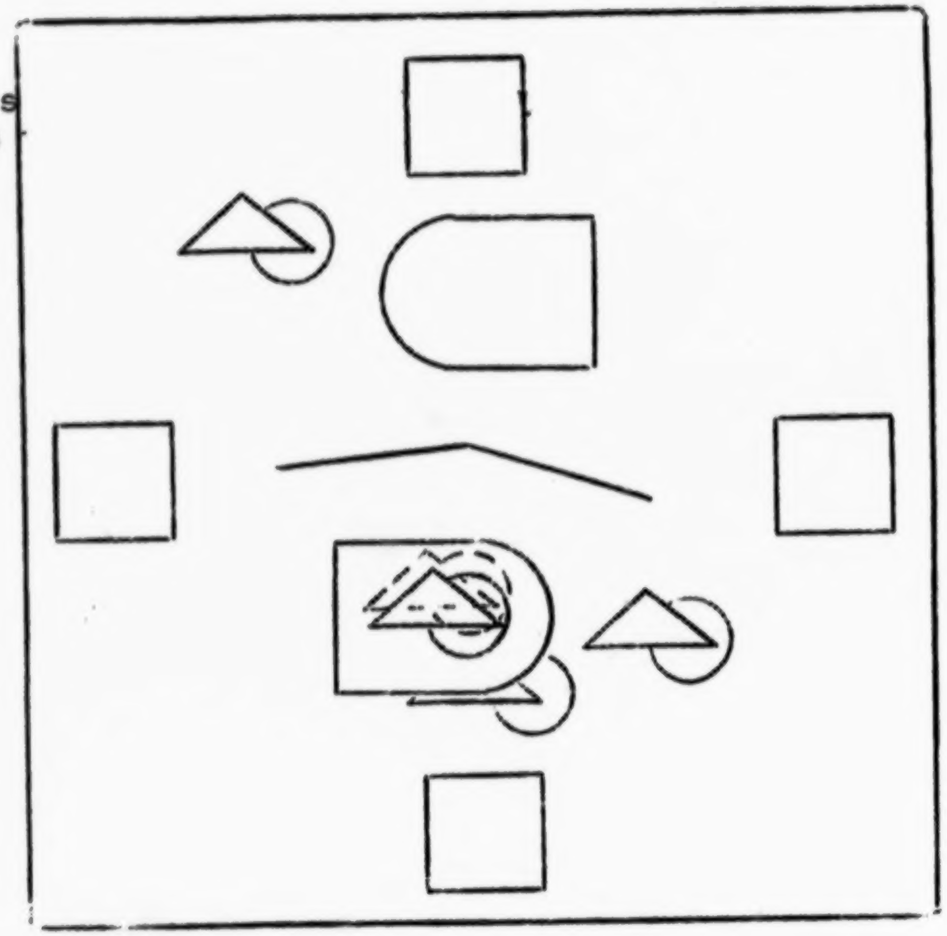
4) A shield

5) The following color cards:

red (2) blue(2)

Aim: To get Set #1 objects.

Starting Position: The A's each take a red color card; the B's each take a blue one. They keep the cards in front of themselves as a reminder of their team's colors.



Description of Play:

A-1: Takes any pair of Set #1 objects (2 red sticks).
Red is his team's color.
He says: WHERE ARE OUR STICKS?
A-2 looks at bag #2. The Set #2 sticks are under it.
He says: THEY'RE UNDER THE BAG.
A-1 puts the Set #1 red sticks under bag #1.
The shield is removed. The red sticks are in the same position.
A-1 keeps the Set #1 objects.

B-1: Takes any pair of Set #1 objects (the red coats).
Red is the A team's color.
He says: WHERE ARE THEIR COATS?
B-2 looks at bag #2. The Set #2 coats are in it.
He says: THEY'RE IN THE BAG.
B-1 puts the Set #1 red coats in bag #1.
The shield is removed. The red coats are in the same position.
B-1 keeps the Set #1 object.

*A-1: Takes any pair of Set #1 objects (the blue balls).
Blue is the B team's color.
He says: WHERE ARE THEIR BALLS?
A-2 looks at bag #2. The Set #2 red balls are in it.
He says: THEY'RE IN THE BAG.
A-1 puts the Set #1 blue balls in bag #1.
The shield is removed. The blue balls are in different positions.
A-1 returns his objects to the table.

B-1: Takes any pair of Set #1 objects.
He says: WHERE ARE OUR BALLS?
B-2 looks at bag #2. The Set #2 blue balls are under it.
He says: THEY'RE UNDER THE BAG.
B-1 puts the Set #1 blue balls under bag #1.
The shield is removed. Both blue balls are in the same positions.
B-1 keeps his objects.

The play is over when the Set #1 objects are all taken.
The partners then change places and the play is repeated.

*A mistake has been included in this description.

UNIT #98

Pattern:	WHERE	ARE	THE	TREES?	ONE	IS	ON	THE	BAG.	THE	OTHER	IS	IN	IT.
				COATS			UNDER						UNDER	
				STICKS			IN						ON	
				BEDS			NEAR						NEAR	

Teaching Points:

1. The Presentation introduces "the other" in contrast to "one."
2. Note the use of "it" instead of repeating "the bag" in the second statement.

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#98

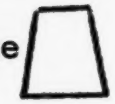
PRESENTATION

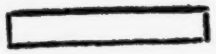
Teacher needs: 1) The following shapee objects:

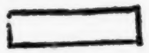
2 red trees 2 red coats
2 blue beds 2 red sticks

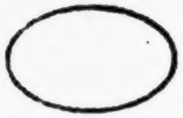
2) The demonstration bag.

Each group needs: 1) The following shapee pieces:

2 red/4 blue 

4 red 

2 red 

2 red 

2) A bag.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		MAKE A RED TREE AND A BLUE BED.		They do it.
2.		TAKE A RED COAT AND A RED STICK.		They do it.
3.	Holds up the demonstration bag; puts a tree on it and a tree near it; indicates to the pupils that they should not repeat the question after him.	WHERE ARE THE TREES?		
4.	Points to A-1; holds up the demonstration bag.	SAY: ONE IS ON THE BAG. THE OTHER IS NEAR IT.	ONE IS ON THE BAG. THE OTHER IS NEAR IT.	
5.	Puts a bed in the bag and one under it.	WHERE ARE THE BEDS?		
6.	Points to B-1.	SAY: ONE IS IN THE BAG. THE OTHER IS UNDER IT.	ONE IS IN THE BAG. THE OTHER IS UNDER IT.	
7.	Puts a coat on the bag and one in it.	WHERE ARE THE COATS?		
8.	Points to A-2.	SAY: ONE IS ON THE BAG. THE OTHER IS IN IT.	ONE IS ON THE BAG. THE OTHER IS IN IT.	

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9.	Puts a stick near the bag and one under it.	WHERE ARE THE STICKS?		
10.	Points to B-2.	SAY: ONE IS NEAR THE BAG. THE OTHER IS UNDER IT.	ONE IS NEAR THE BAG. THE OTHER IS UNDER IT.	
11.		WHERE ARE THE TREES?		
12.	Points to the class.	SAY: ONE IS ON THE BAG. THE OTHER IS NEAR IT.	ONE IS ON THE BAG. THE OTHER IS NEAR IT.	
13.		WHERE ARE THE BEDS?	(Class says) ONE IS IN THE BAG. THE OTHER IS UNDER IT.	
14.		WHERE ARE THE COATS?	(Class says) ONE IS ON THE BAG. THE OTHER IS IN IT.	
15.		WHERE ARE THE STICKS?	(Class says) ONE IS NEAR THE BAG. THE OTHER IS UNDER IT.	
16.		WHERE ARE THE TREES?	(Class says) ONE IS ON THE BAG. THE OTHER IS NEAR IT.	
17.	Points between A-2 and B-2; points to A-2.	PUT THE BAG HERE.		A-2 puts the bag between himself and B-2.
18.	Points to A-1.	PUT ONE STICK NEAR THE BAG. PUT THE OTHER UNDER IT.		He does it.
19.	Points to B-1.	PUT ONE BED IN THE BAG. PUT THE OTHER UNDER IT.		He does it.
20.	Points to A-2.	PUT ONE COAT ON THE BAG. PUT THE OTHER IN IT.		He does it.
21.	Points to B-2.	PUT ONE TREE ON THE BAG. PUT THE OTHER NEAR IT.		He does it.

#98

COMMUNICATION ACTIVITY

Materials needed:

1) Two bags (bag #1 and bag #2).

2) The shapee objects made and distributed during the Presentation: **Set #1 on the table,** and Set #2 on, in, under and near bag #2.

3) The following picture cards, mixed and face down on the table:

2 red trees
2 red sticks

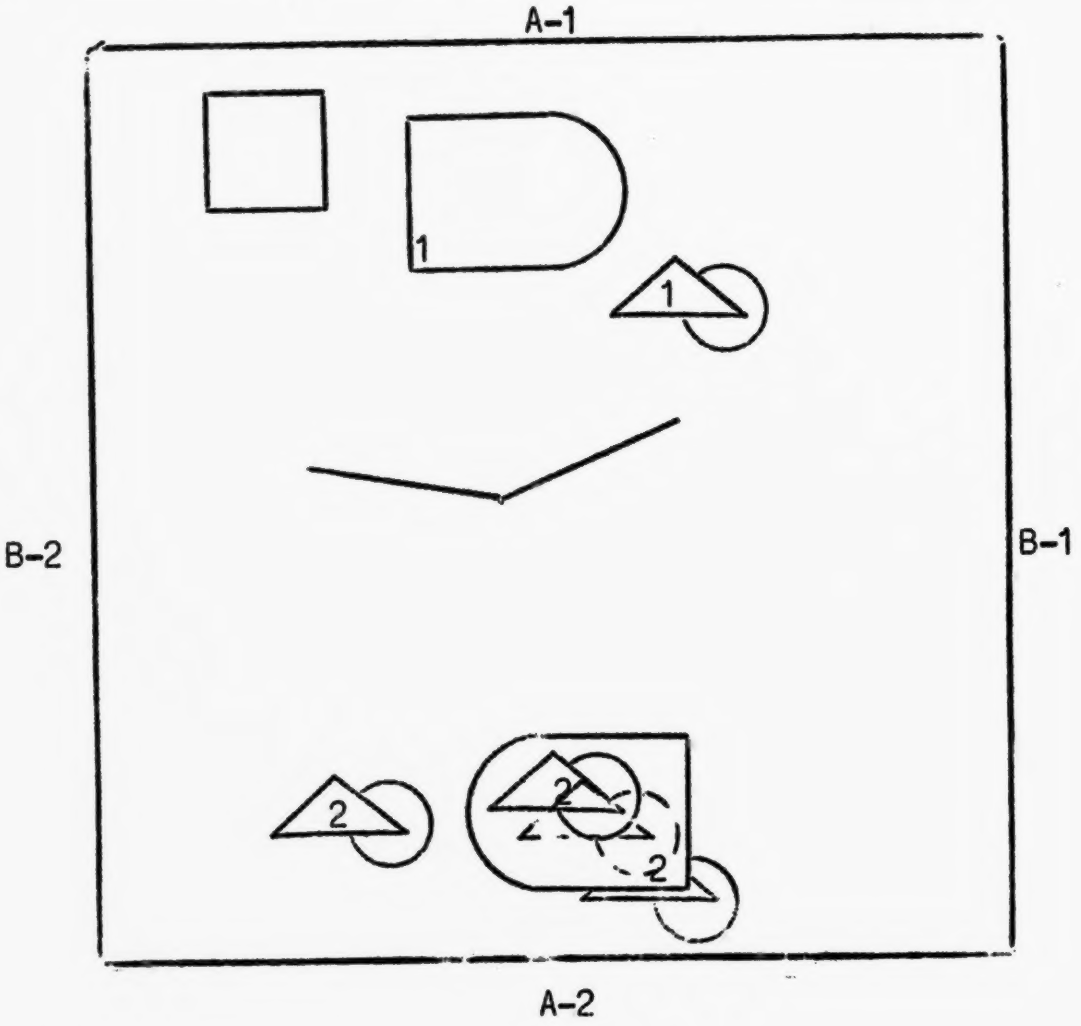
2 blue beds
2 red coats

4) Counters.

5) A shield.

Aim: To get counters.

Starting Position:



Description of Play:

A-1: Takes a card (2 trees).
He says: WHERE ARE THE TREES?
A-2 looks at bag #2. One tree is on it, the other is in it.
He says: ONE IS ON THE BAG. THE OTHER IS IN IT.
A-1 puts a Set #1 tree on bag #1 and a Set #1 tree in bag #1. Then he puts his card to one side.

B-1: Takes a card (2 coats).
He says: WHERE ARE THE COATS?
B-2 looks at bag #2. One tree is near it, the other is under it.
He says: ONE IS NEAR THE BAG. THE OTHER IS UNDER IT.
A-1 puts a Set #1 coat near bag #2 and a Set #1 coat under bag #2. Then he puts his card to one side.

*A-1: Takes a card (2 sticks).
He says: WHERE ARE THE STICKS?
A-2 looks at bag #2. One stick is near it, the other is in it.
He sasy: THEY ARE NEAR IT.
A-1 puts the Set #1 sticks near bag #1. Then he puts his card to one side.

B-1: Takes the last card (2 beds).
He says: WHERE ARE THE BEDS?
B-2 looks at bag #2. One bed is in it, the other is near it.
He says: ONE IS IN THE BAG. THE OTHER IS NEAR IT.
B-1 puts a Set #1 bed in bag #1 and a Set #1 bed near bag #1.

Now the shield is removed.
The trees are in the same positions. A-1 exchanges his matching card for a counter.
The coats are in the same positions. B-1 exchanges his matching card for a counter.
The sticks are not in the same position. A-1 returns his matching card, but he does not take a counter.
The beds are in the same positions. B-1 exchanges his matching card for a counter.

The team-mates change places and the play is repeated.

*A mistake has been included in this description.

UNIT #99

Pattern:	MOVE	THE	RED	STICK(S).	WHERE	DID	YOU	MOVE	IT?	
			BLUE	BALL(S)					THEM	FORWARD
			GREEN	COAT(S)						BACK
										TO THE LEFT
										TO THE RIGHT

Teaching Points:

1. An example follow of the sequence of the pattern:

   A-1 says: MOVE THE RED STICK.
   He waits until A-2 has moved the object on his Direction Board (behind the shield).
   Then A-1 says: WHERE DID YOU MOVE IT?
   A-2 replies: FORWARD.
   Then A-1 moves his own red stick forward on his own Direction Board.
   When the Communication Activity is played, the team-mates will aim to match the positions of objects on each one's Direction Board.

2. Save the objects from this Unit for use in the following Unit.

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#99

PRESENTATION

Teacher needs: 1) The following shapee objects:

2 red coats*
2 red sticks

a blue coat
a red ball

a blue ball
a green stick

2) The Direction Board from the Picture Book.

Each group needs: 1) The following shapee pieces:

4 red/4 blue ○ 8 red/4 green ▱ 8 red/4 blue ⏢

2) Four Direction Boards.

*For convenience, attach the two red coats to each other, back to back. Do likewise with the two red sticks. Then put a straight pin through the middle of each object (or pair of objects) so that they can be fastened to the demonstration Direction Board during the Presentation (when the Board is hung on the blackboard).

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up the demonstration Direction Board; folds back the top two rows (making the Board into a square--six spaces across and six spaces up and down); hangs it on the blackboard.			Each pupil folds his Board similarly.
2. Pins a green stick on space #1 on the Board.	TAKE A GREEN STICK AND PUT IT HERE.		They do it.
3. Pins a blue ball on space #2 on the Board.	TAKE A BLUE BALL AND PUT IT HERE.		They do it.
4. Pins 2 red coats on the space to the right of the blue ball.	TAKE TWO RED COATS AND PUT THEM HERE.		They do it (attaching the coats together).
5. Pins 2 red sticks on the space to the right of the red coats.	TAKE TWO RED STICKS AND PUT THEM HERE.		They do it (attaching the sticks together).
6. Pins a blue coat on the space to the left of the green stick.	TAKE A BLUE COAT AND PUT IT HERE.		They do it.
7. Pins a red ball on the space to the left of the blue coat.	TAKE A RED BALL AND PUT IT HERE.		They do it; each pupil's objects form a row across his Board.
8. Points to A-1.	A-1, MOVE THE BLUE BALL.	A-1, MOVE THE BLUE BALL.	
9. Moves the blue ball one space forward on the demonstration Board; points to A-1.			A-1 moves his blue ball forward.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.			A-1, WHERE DID YOU MOVE IT? (A-1 says) FORWARD.	The other pupils move their blue balls forward.
11.	Points to B-1; moves the blue ball to the right.	B-1, MOVE THE BLUE BALL.	B-1, MOVE THE BLUE BALL.	B-1 moves his blue ball to the right.
12.		B-1, WHERE DID YOU MOVE IT?	B-1, WHERE DID YOU MOVE IT? (B-1 says) TO THE RIGHT.	The other pupils move their blue balls to the right.
13.	Points to A-2; moves the green stick back.	A-2, MOVE THE GREEN STICK.	A-2, MOVE THE GREEN STICK.	A-2 moves his green stick back.
14.		A-2, WHERE DID YOU MOVE IT?	A-2, WHERE DID YOU MOVE IT? (A-2 says) BACK.	The other pupils move their green sticks back.
15.	Points to B-2; move the green stick to the left.	B-2, MOVE THE GREEN STICK.	B-2, MOVE THE GREEN STICK.	B-2 moves his green stick to the left.
16.		B-2, WHERE DID YOU MOVE IT?	B-2, WHERE DID YOU MOVE IT? (B-2 says) TO THE LEFT.	The other pupils move their to the left.
17.	Points to A-1; moves the blue ball to the left.		A-1, MOVE THE BLUE BALL.	A-1 moves his blue ball to the left.
18.			A-1, WHERE DID YOU MOVE IT? (A-1 says) TO THE LEFT.	The other pupils move their blue balls to the left.
19.	Points to B-1; moves the blue ball one space back.		B-1, MOVE THE BLUE BALL.	B-1 moves his blue ball back.
20.			B-1, WHERE DID YOU MOVE IT? (B-1 says) BACK.	The other pupils move their blue balls back.
21.	Has A-2 move the green stick to the right; has B-2 move the green stick forward.			The other pupils imitate.

#99

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made and distributed in the Presentation

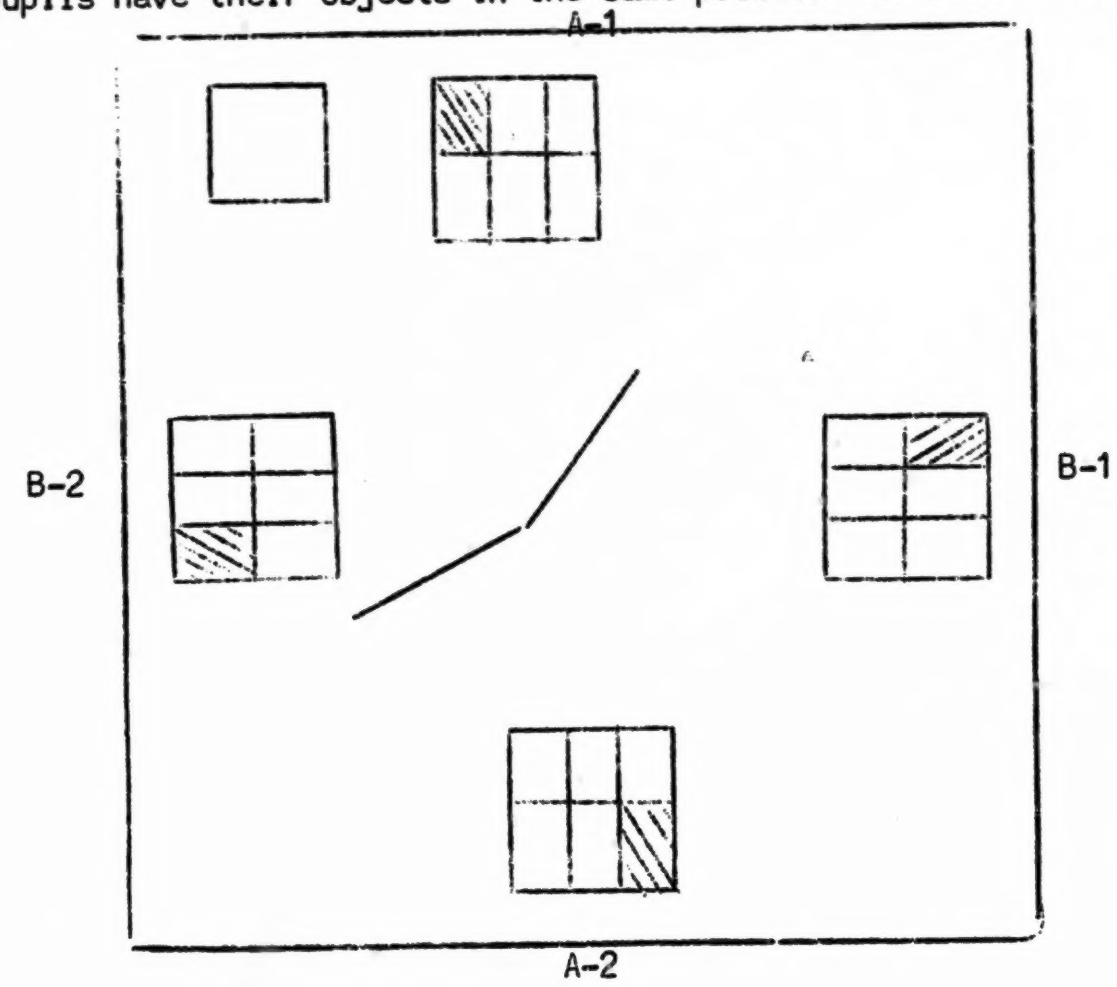
2) The following picture cards, mixed and face down on the table:

2 red coats
a red ball
a blue ball
2 red sticks
a green stick
a blue coat

3) Four Direction Boards, as folded during the Presentation. 4) A shield.

Aim: For team-mates to make matching moves on each one's Direction Board.

Starting Position: All the pupils have their objects in the same position on their Direction Boards.



Description of Play:

A-1: Takes a card (2 red coats).
He says: MOVE THE RED COATS.
A-2 moves the red coats on his Direction Board forward.
A-1 says: WHERE DID YOU MOVE THEM?
A-2 says: FORWARD.
A-1 moves the red coats on his Direction Board forward.

*B-1: Takes a card (a blue ball).
He says: MOVE THE BLUE BALL.
B-2 moves the blue ball on his Direction Board back.
B-1 says: WHERE DID YOU MOVE IT?
B-2 says: FORWARD.
B-1 moves the blue ball on his Direction Board forward.

A-1: Takes a card (2 red sticks).
He says: MOVE THE RED STICKS.
A-2 moves the red sticks on his Direction Board to the right.
A-1 says: WHERE DID YOU MOVE THEM?
A-2 says: TO THE RIGHT.
A-1 moves the red sticks on his Direction Board to the right.

A-1 and B-1 each have four turns. Then, the shield is removed, and the team-mates put their Direction Boards side by side. The Direction Boards of the A team match. The Direction Boards of the B team do not match. The pupils put the objects back on their Direction Boards (the team-mates arrange their objects in the same way on their respective boards), and the activity is re-played, with A-2 and B-2 each having four turns.

*A mistake has been included in this description.

UNIT #100 (TEST UNIT)

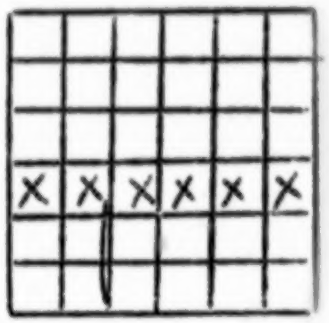
Pattern:	MOVE	THE	RED	STICK(S).	WHERE	DID	YOU	MOVE	IT?			
			BLUE	BALL(S)					THEM			
			GREEN	COAT(S)						ONE	SPACE(S)	FORWARD
										TWO		BACK
										THREE		TO THE LEFT
												TO THE RIGHT

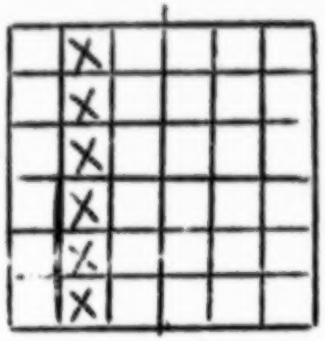
Teaching Points:

1. This is the tenth Test Unit. The activity allows the pupils to use free choice with the patterns learned in the four preceding Units. No picture or number cues are used.

2. The aim of the activity is a new one (although the pattern is known). The pupils are required to move their objects from a row across the direction board to any row up and down the board. Note the following examples of a possible starting position and finishing position. (The Direction Board has been folded over.)

start ⟶





finish

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#100 (Test Unit)

PRESENTATION

Teacher needs: 1) The following shapee objects:
- 2 red coats
- 2 red sticks
- a blue coat
- a red ball
- a blue ball
- a green stick

2) The Direction Board from the Picture Book, folded as for the previous Unit.

Each group needs: 1) The objects from the previous Unit

2) Four Direction Boards, folded as for the previous Unit.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Hangs up the demonstration Direction Board. Then, follows Steps #2 to #7 of the Presentation of Unit #99.			Each pupil puts his Board in front of himself.
8.	Points to A-1; moves the blue ball 3 spaces back.	A-1, MOVE THE BLUE BALL.	A-1, MOVE THE BLUE BALL.	A-1 moves his blue ball 3 spaces back.
9.		A-1, WHERE DID YOU MOVE IT?	A-1, WHERE DID YOU MOVE IT? (A-1 says) THREE SPACES BACK.	The other pupils move their blue balls 3 spaces back.
10.	Points to B-1; moves the red sticks 2 spaces forward.		B-1, MOVE THE RED STICKS.	B-1 moves his red sticks 2 spaces forward.
11.			B-1, WHERE DID YOU MOVE THEM? (B-2 says) TWO SPACES FORWARD.	The other pupils move their red sticks 2 spaces forward.
12.	Points to A-2; moves the green stick 1 space to the right.		A-2, MOVE THE GREEN STICK.	A-2 moves his green stick 1 space to the right.
13.			A-2, WHERE DID YOU MOVE IT? (A-2 says) ONE SPACE TO THE RIGHT.	The other pupils move their green stick 1 space to the right.
14.	Points to B-2; moves the red sticks 2 spaces to the left.		B-2, MOVE THE RED STICKS.	B-2 moves his red sticks 2 spaces to the left.
15.			B-2, WHERE DID YOU MOVE THEM? (B-2 says) TWO SPACES TO THE LEFT.	The other pupils move their red sticks 2 spaces to the left.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
16.	Points to A-1; moves the red ball 3 spaces back		A-1, MOVE THE RED BALL.	A-1 moves the red ball 3 spaces back.
17.			A-1, WHERE DID YOU MOVE IT? (A-1 says) THREE SPACES BACK.	The other pupils move their red ball 3 spaces back.
18.	Points to B-1; moves the red ball 3 spaces to the right.		B-1, MOVE THE RED BALL.	B-1 moves his red ball 3 spaces to the right.
19.			B-1, WHERE DID YOU MOVE IT? (B-1 says) THREE SPACES TO THE RIGHT.	The other pupils move their red ball 3 spaces to the right.
20.	Points to A-2; moves the red coats 1 space forward.		A-2, MOVE THE RED COATS.	A-2 moves his red coats 1 space forward.
21.			A-2, WHERE DID YOU MOVE THEM? (A-2 says) ONE SPACE FORWARD.	The other pupils move their red coats 1 space forward.
22.	Points to B-2; moves the blue coat 1 space back.		B-2, MOVE THE BLUE COAT.	B-2 moves his blue coat 1 space back.
23.			B-2, WHERE DID YOU MOVE IT? (B-2 says) ONE SPACE BACK.	The other pupils move their blue coats 1 space back.
24.	Points to A-1; moves the red coats 1 space to the left.		A-1, MOVE THE RED COATS.	A-1 moves his red coats 1 space to the left.
25.			A-1, WHERE DID YOU MOVE THEM? (A-1 says) ONE SPACE TO THE LEFT.	The other pupils move their red coats 1 space to the left.
26.	Points to B-1; moves the blue coat 2 spaces to the right.		B-1, MOVE THE BLUE COAT.	B-1 moves his blue coat 2 spaces to the right.
27.			B-1, WHERE DID YOU MOVE IT? (B-1 says) TWO SPACES TO THE RIGHT.	The other pupils move their blue coats 2 spaces to the right.
28.	Points to the demonstration Direction Board. The objects now form a up-and-down row. Then removes the objects.			Each pupil notes that his objects form an up-and-down row on his Direction Board.

#100 (Test Unit)

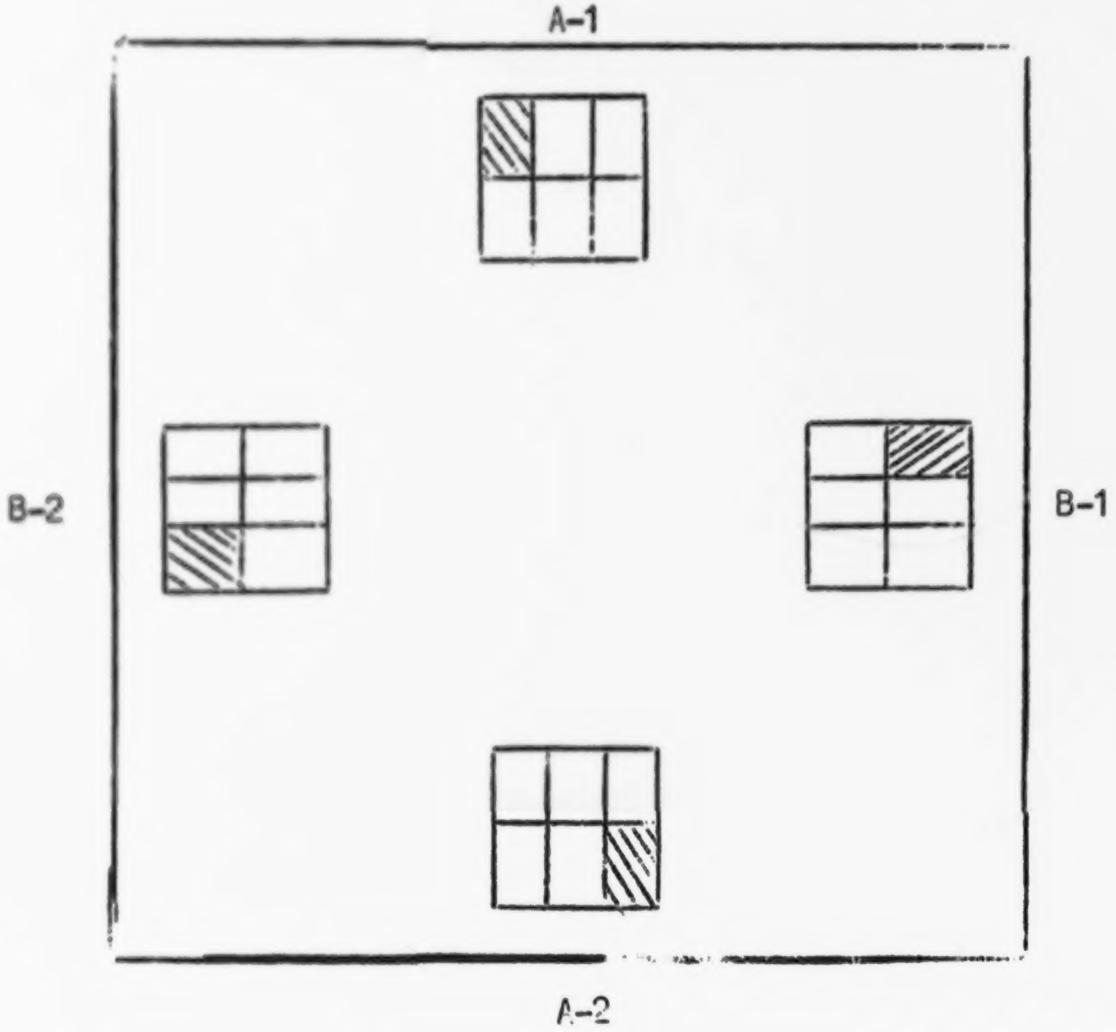
COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects from the previous Unit.

2) Four Direction Boards, as folded during the Presentation.

Aim: For team-mates to move their objects from a row across the Direction Board to any matching row up and down the board.

Starting Position: Teacher follows Steps #2 to #7 of the Presentation of Unit #99. Having followed Steps #2 - #7 of the Presentation of Unit #99, each pupil now has his objects in a row across his board, which is the correct position forthis activity.



Description of Play:

A-1: Says: MOVE THE RED STICKS.*
A-2 moves his red sticks three spaces back.
A-1 says: WHERE DID YOU MOVE THEM?
A-2 says: THREE SPACES BACK.
A-1 moves his red sticks three spaces back.

B-1: Says: MOVE THE BLUE COAT.
B-2 moves his blue coat two spaces forward.
B-1 says: WHERE DID YOU MOVE IT?
B-2 says: TWO SPACES FORWARD.
B-1 moves his blue coat two spaces forward.

A-1: Says: MOVE THE GREEN STICK.
A-2 moves his green stick two spaces forward.
A-1 says: WHERE DID YOU MOVE IT?
A-2 says: TWO SPACES FORWARD.
A-1 moves his green stick two spaces forward.

B-1: Says: MOVE THE RED BALL.
B-2 moves his red ball one space to the right.
B-1 says: WHERE DID YOU MOVE IT?
B-2 says: ONE SPACE TO THE RIGHT.
B-1 moves his red ball one space to the right.

**A-1: Says: MOVE THE GREEN STICK.
A-2 moves his green stick two spaces to the right.
A-1 says: WHERE DID YOU MOVE IT?
A-2 says: TO THE RIGHT.
A-1 moves his green stick one space to the right.

When a player has transferred all his objects from a row across the board to a row up and down the board (i.e., from a horozontal row to a vertical row), the play is over.

*A-1 has a free choice here. He can ask his team-mate to move any of the objects.

**A mistake has been included in this description.

UNIT #101

Pattern: WE NEED SOMETHING GREEN.

THEY YELLOW. DO WE NEED A DOG?

BIRD

TREE

YES, WE DO.

NO, THEY DO NOT

Teaching Points:

1. The noun "something" is introduced.
2. The Presentation also teaches a new position for the adjective (i.e., we need something red).

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#101

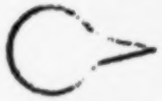
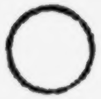
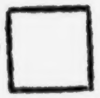
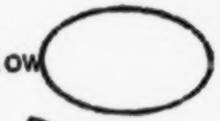
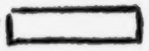
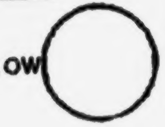
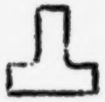
PRESENTATION

Teacher needs: 1) The following shapee objects:

a green dog
a yellow dog
a green bird
a yellow bird
a green tree
a yellow tree

2) A red color card
A blue color card.

Each group needs: The following shapee pieces:

2 green/2 yellow 
2 green/2 yellow 
2 red/2 blue 
4 green/4 yellow 
4 green/4 yellow 
2 green/2 yellow 
2 green/2 yellow
2 green/2 yellow 

TEACHER		CLASS
DOES THIS	SAYS THIS	DOES THIS
1. Points to A-1.	MAKE TWO GREEN DOGS.	He does it.
2. Points to B-1.	MAKE TWO YELLOW TREES.	He does it.
3. Points to A-2.	MAKE TWO YELLOW DOGS AND TWO YELLOW BIRDS.	He does it.
4. Points to B-2.	MAKE TWO GREEN BIRDS AND TWO GREEN TREES.	He does it.
5. Points to A-1.	PUT ONE GREEN DOG IN THE MIDDLE OF THE TABLE.	He does it.
6. Points to B-1.	PUT ONE YELLOW TREE IN THE MIDDLE OF THE TABLE.	He does it.
7. Points to A-2.	PUT ONE YELLOW DOG AND ONE YELLOW BIRD IN THE MIDDLE OF THE TABLE.	He does it.
8. Points to B-2.	PUT ONE GREEN BIRD AND ONE GREEN TREE IN THE MIDDLE OF THE TABLE.	He does it.
9. Points to A-1 and A-2.	TAKE A RED SQUARE. PUT IT IN FRONT OF YOURSELF.	They do it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Points to B-1 and B-2.	TAKE A BLUE SQUARE. PUT IT IN FRONT OF YOURSELF.		They do it.
11.	Holds up a red card and a green dog; points to A-1.	SAY: WE NEED SOMETHING GREEN.	WE NEED SOMETHING GREEN.	
12.	Points to A-2.	SAY: DO WE NEED A DOG?	DO WE NEED A DOG?	
13.	Points to A-1; holds up the green dog.	SAY: YES, WE DO.	YES, WE DO.	A-2 gives A-1 a green dog from the table. A-1 puts it next to the green dog he already has.
14.	Holds up a red card and a yellow dog; points to B-1.	SAY: THEY NEED SOMETHING YELLOW.	THEY NEED SOMETHING YELLOW.	
15.	Points to B-2.	SAY: DO THEY NEED A DOG?	DO THEY NEED A DOG?	
16.	Points to B-1; holds up the yellow dog which is in front of A-2.	SAY: YES, THEY DO.	YES, THEY DO.	B-2 puts a yellow dog from the table next to the yellow dog in front of A-2.
17.	Holds up a blue card and a green tree; points to A-2.	SAY: THEY NEED SOMETHING GREEN.	THEY NEED SOMETHING GREEN.	
18.	Points to A-1.	SAY: DO THEY NEED A DOG?	DO THEY NEED A DOG?	
19.	Points to A-2.	SAY: NO, THEY DON'T.	NO, THEY DON'T.	
20.	Points to A-1.	SAY: DO THEY NEED A TREE?	DO THEY NEED A TREE?	
21.	Points to A-2.	SAY: YES, THEY DO.	YES, THEY DO.	A-1 puts a green tree from the table next to the green tree in front of B-2.
22.	Repeat Steps #17-#21 with B-2.			

#101

COMMUNICATION ACTIVITY

Materials needed:

1) The following shapee pieces from the Presentation:

   2 blue squares   2 red squares

2) The shapee objects from the Presentation divided into 2 identical sets (Set #1 and Set #2)

3) A shield

4) The following color cards mixed and face down on the table:

   red (2)   blue(2)

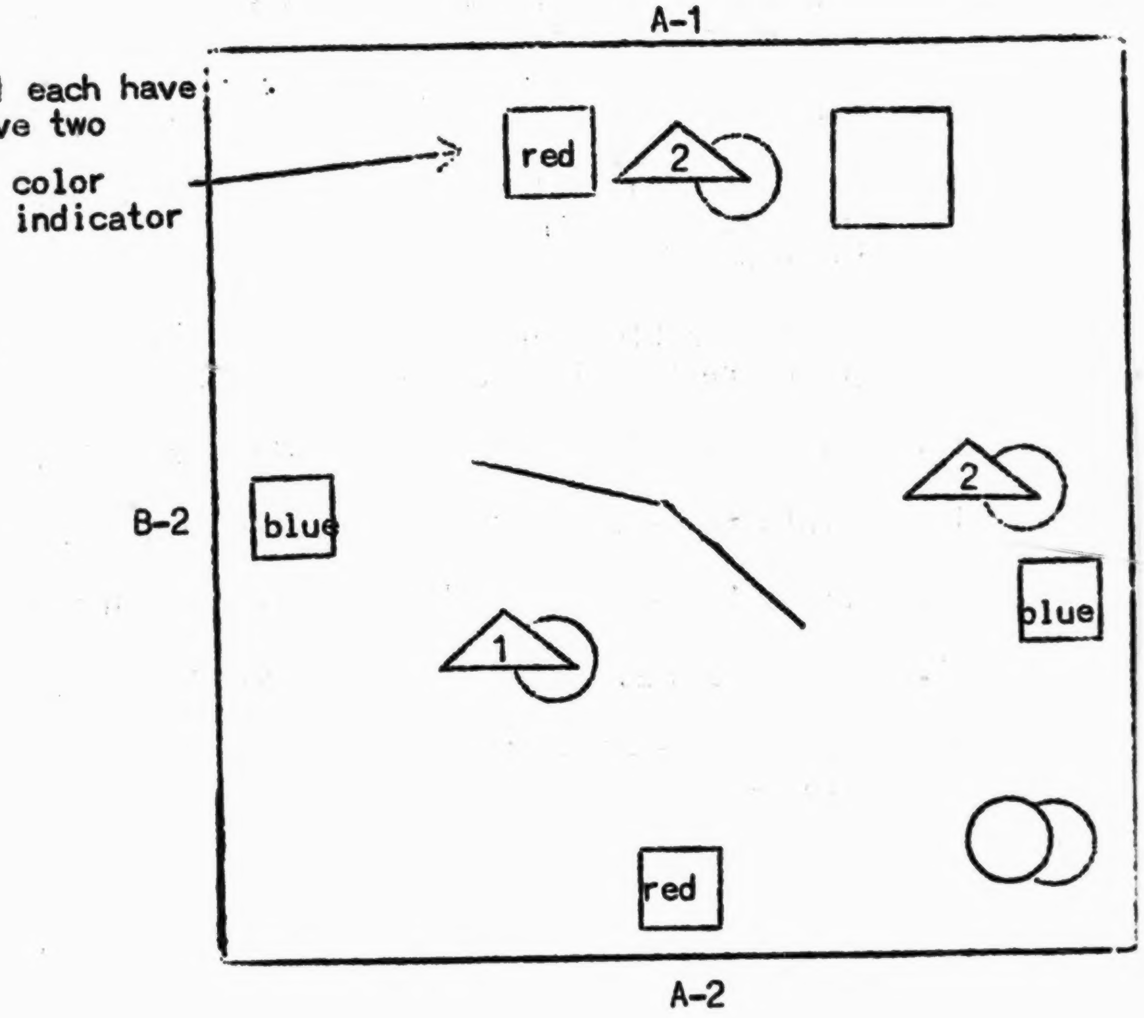
5) Counters.

Aim: For a team to get 4 counters in 2 plays. A-1 and B-1 each have two turns (the first play), then A-2 and B-2 each have two turns (the second play).

Starting Position:

1) A-1 and B-1 each take two shapee objects from Set #2, and put the remaining Set #2 objects aside for use in the second play.

2) B-1 and B-2 should each have a blue shapee square in front of himself as a color indicator, and A-1 and A-2 should each have a red shapee square in front of himself.



Description of Play: #101

A-1: Takes a card (red).
Red is his team's color.
He takes either one of his Set #2 objects (a green dog), and says: WE NEED SOMETHING GREEN.
A-2 takes a Set #1 green object (a bird), and says: DO WE NEED A BIRD?
A-1 says: NO, WE DON'T.
A-2 puts back the Set #1 green bird, and takes another Set #1 green object (a dog), and says: DO WE NEED A DOG?
A-1 says: YES, WE DO.
A-2 holds up his Set #1 object and his color indicator. A-1 holds up his Set #2 object and the color card.
The color card and color indicator match. A-1 returns the card to the pack.
The objects match. They are put aside, and A-1 takes a counter.

*B-1: Takes a card (red).
Red is the A team's color.
He puts his hand on either one of A-1's Set #2 objects (a yellow tree), and says: THEY NEED SOMETHING YELLOW.
B-2 takes a Set #1 yellow object (a dog), and says: DO WE NEED A DOG?
B-1 says: YES, WE DO (because one of his Set #2 objects is a yellow dog).
B-2 holds up his Set #1 object and his color indicator. B-1 holds up his Set #2 yellow dog and the color card.
The color card (red) does not match the color indicator (blue). B-1 returns the card to the pack.

A-1: Takes a card (blue).
Blue is the B team's color.
He puts his hand on either one of B-1's Set #2 objects (a green tree), and says: THEY NEED SOMETHING GREEN.
A-2 takes a Set #1 green object (a dog) and says: DO THEY NEED A DOG?
A-1 says: NO, THEY DON'T.
A-2 puts back the Set #1 green dog, and takes another Set #1 green object (a tree), and says: DO THEY NEED A TREE?
A-1 says: YES, THEY DO.
A-2 holds up B-1's Set #1 object and B-1's color indicator. A-1 holds up his Set #2 object and the color card.
The color card and color indicator match. A-1 returns the card to the pack.
The objects match. They are put aside and A-1 takes a counter.

After B-1 has his turn, the play is over. The winning team should have two counters.
A-2 and B-2 each takes two Set #2 objects and puts them in front of himself. A-1 and B-1 return their Set #2 objects to the Set #2 pile. The activity is replayed, with A-2 and B-2 each taking two turns.

*A mistake has been included in this description.

UNIT #102

Pattern: THE RED CARD.

BLUE

GREEN

YELLOW THERE IS SOMETHING UNDER THE RED CARD.

NOTHING BLUE

GREEN

YELLOW IS THERE A STICK?

BALL YES, THERE IS.

NO, THERE IS NOT.

Teaching Points:

1. "There is" is introduced in the statement, the question and the short answer forms.
2. The word "nothing" is also introduced, in contrast to "something."

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#102

PRESENTATION

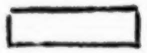
Teacher needs: 1) A set of color cards

2) The following shapee objects:

a red stick a red ball

Each group needs: 1) A set of color cards

2) The following shapee pieces:

2 red 

2 red

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-2; holds up a set of color cards; puts them on the table as in the Activity Diagram.	TAKE A SET OF COLOR CARDS. PUT THEM ON THE TABLE.		He takes them and puts them on the table, as in the Activity Diagram.
2. Points to B-2.	TAKE A RED STICK AND A RED BALL. HIDE THE STICK UNDER THE RED CARD. HIDE THE BALL UNDER THE YELLOW CARD.		He hides the stick and the red card, the ball under the yellow card.
3. Points to A-1; holds up the red card; indicates he should look under it.	SAY: THERE IS SOMETHING UNDER THE RED CARD.	THERE IS SOMETHING UNDER THE RED CARD.	A-1 looks under the red card.
4. Holds up the red card; also holding the stick under it and pointing to the stick.	THERE IS SOMETHING UNDER THE RED CARD.	(Class says) THERE IS SOMETHING UNDER THE RED CARD.	Each group looks under its red card.
5. Points to A-2; holds up a red ball.	SAY: IS THERE A BALL?	IS THERE A BALL?	
6. Points to A-1.	SAY: NO, THERE ISN'T.	NO, THERE ISN'T.	
7. Points to A-2; holds up a red stick.	SAY: IS THERE A STICK?	IS THERE A STICK?	
8. Points to A-1.	SAY: YES, THERE IS.	YES, THERE IS.	A-1 lifts the red card to show the stick under it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9.	Points to B-1; holds up the blue card; indicates he should look under it.	SAY: THERE IS NOTHING UNDER THE BLUE CARD.	THERE IS NOTHING UNDER THE BLUE CARD.	B-1 lifts the blue card to show that there is nothing under it.
10.	Holds up the blue card; points under it.	THERE IS NOTHING UNDER THE BLUE CARD.	(Class says) THERE IS NOTHING UNDER THE BLUE CARD.	Each group looks under its blue card.
11.	Points to A-1; holds up the green card; points under it.	SAY: THERE IS NOTHING UNDER THE GREEN CARD.	THERE IS NOTHING UNDER THE GREEN CARD.	
12.	Holds up the green card; points under it.	THERE IS NOTHING UNDER THE GREEN CARD.	(Class says) THERE IS SOMETHING UNDER THE GREEN CARD.	Each group looks under its green card.
13.	Points to B-2; holds up the yellow card.	SAY: THERE IS SOMETHING UNDER THE YELLOW CARD.	THERE IS SOMETHING UNDER THE YELLOW CARD.	
14.	Holds up the yellow card; also holding the ball under it, and pointing to the ball.	THERE IS SOMETHING UNDER THE YELLOW CARD.	(Class says) THERE IS SOMETHING UNDER THE YELLOW CARD.	Each group looks under its yellow card
15.	Points to B-1.	SAY: IS THERE A STICK?	IS THERE A STICK?	
16.	Points to B-2.	SAY: NO, THERE ISN'T.	NO, THERE ISN'T.	
17.	Points to B-1.	SAY: IS THERE A BALL?	IS THERE A BALL? (B-2 says) YES, THERE IS.	B-2 lifts the card to show the object.
18.	Holds up the blue card.	THERE IS NOTHING UNDER THE BLUE CARD.	THERE IS NOTHING UNDER THE BLUE CARD.	
19.	Holds up the yellow card; and the ball under it.	THERE IS SOMETHING UNDER THE YELLOW CARD.	THERE IS SOMETHING UNDER THE YELLOW CARD.	
20.	Holds up the green card.		THERE IS NOTHING UNDER THE GREEN CARD.	

#102

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects taken in the Presentation:

Set #1: a red stick and a red ball, on one side of the shield
Set #2: a red stick and a red ball, on the other side of the shield, each hidden under a Set #2 color card

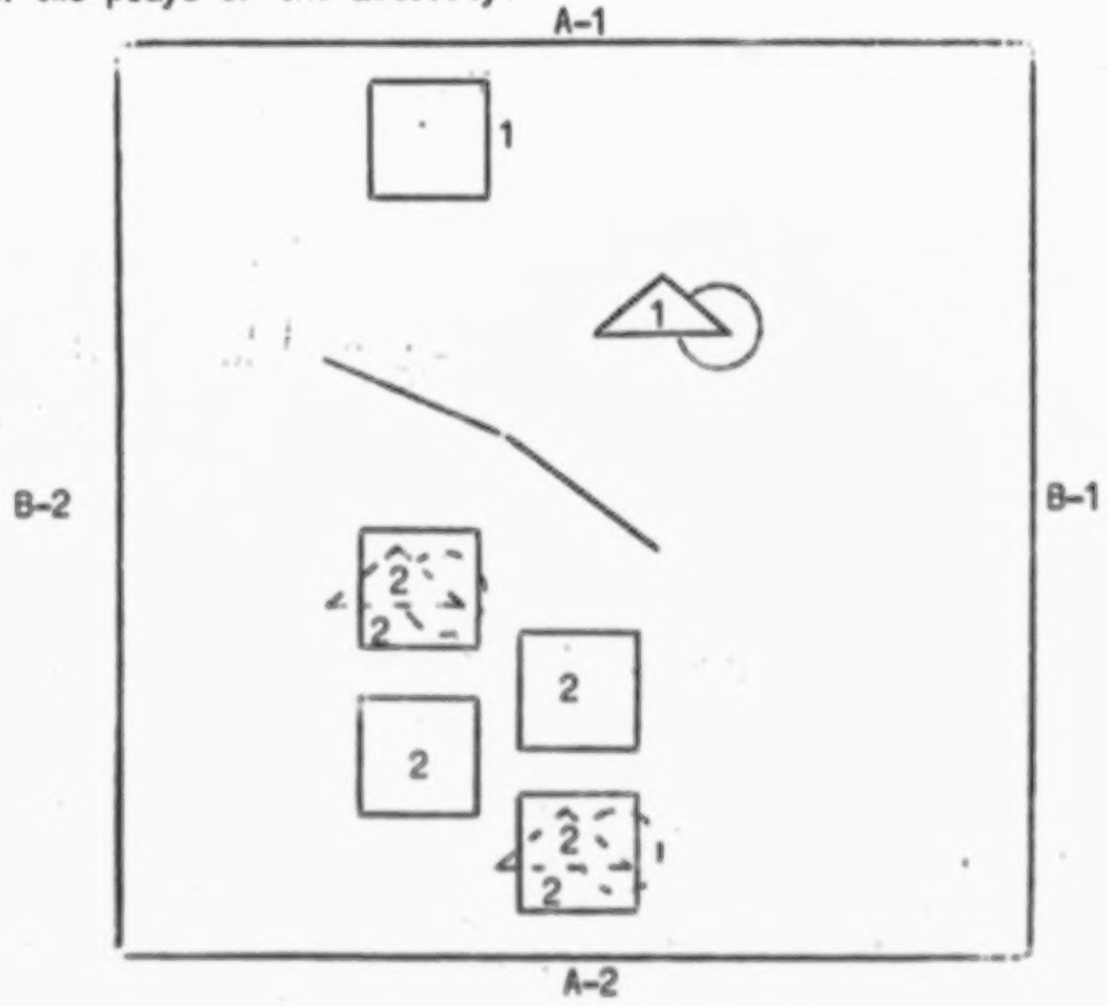
2) Two sets of color cards: Set #1 and Set #2

3) A shield

4) Counters.

Aim: For a team to get six counters in two plays of the activity.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (red).
He says: THE RED CARD.
A-2 looks under the Set #2 red card. There is a ball under it.
He says: THERE IS SOMETHING UNDER THE RED CARD.
A-1 puts his hand on the Set #1 stick, and says: IS THERE A STICK?**
A-2 says: NO, THERE ISN'T.
A-1 puts his hand on the Set #1 ball, and says: IS THERE A BALL?
A-2 says: YES, THERE IS.
A-1 lifts the shield. The Set #1 and Set #2 cards and objects match.
A-1 returns the Set #1 card to the pack and takes a counter for the team.*

B-1: Takes a Set #1 card (blue).
He says: THE BLUE CARD.
B-2 looks under the Set #2 blue card. There is nothing under it.
He says: THERE IS NOTHING UNDER THE BLUE CARD.
B-1 returns the card to the pack, and takes another (a yellow card).
He says: THE YELLOW CARD.
B-2 looks under the Set #2 yellow card. There is a stick under it.
He says: THERE IS SOMETHING UNDER THE YELLOW CARD.
B-1 puts his hand on the Set #1 stick, and says: IS THERE A STICK?
B-2 says: YES, THERE IS.
B-1 lifts the shield. The Set #1 and Set #2 cards and objects match.
B-1 returns the Set #1 card to the pack and takes a counter for the team.

***A-1: Takes a Set #1 card (red).
He says: THE RED CARD.
A-2 looks under the Set #2 red card. There is nothing under it.
He says: THERE IS NOTHING UNDER THE RED CARD.
A-1 puts his hand on the Set #1 stick, and says: IS THERE A STICK?
A-2 says: NO, THERE ISN'T.
A-1 puts his hand on the Set #1 ball, and says: IS THERE A BALL?
A-2 says: NO, THERE ISN'T.
A-1 lifts the shield. There is nothing under the red card.
He returns the Set #1 card to the pack.

**Or he can touch the ball and say: IS THERE A BALL?
***A mistake has been included in this description.
*Either A-2 or B-2 changes the position of the Set #2 objects (puts them under different cards) after each move.

UNIT #103A

Pattern:	HOW	MANY	RED	STICKS	DO	YOU	HAVE?	NONE.
			BLUE	BALLS				ONE
								TWO
								THREE

Teaching Points:

1. "How many?" and "none" are introduced.
2. This Unit uses the form "do you have." Unit #013B uses an alternate form: "have you got." Use the Unit which teaches the form standard to you, and discard the other Unit. Units #103A and #103B are identical except in this one respect.

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#103A

PRESENTATION

Teacher needs: The following shapee objects:

4 blue sticks
2 red sticks

Each group needs: The following shapee pieces:

8 red/8 blue ▭

8 red/8 blue ○

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1 and B-1.	TAKE TWO RED STICKS AND TWO BLUE ONES. KEEP THEM.		They do it.
2.	Points to A-2 and B-2.	TAKE TWO RED BALLS AND TWO BLUE ONES. KEEP THEM.		They do it.
3.	Points to A-2.	TAKE THREE RED STICKS AND A BLUE ONE. KEEP THEM.		He does it.
4.	Points to B-2.	TAKE FOUR BLUE STICKS. KEEP THEM.		He does it.
5.	Points to A-1.	TAKE FOUR BLUE BALLS. KEEP THEM.		He does it.
6.	Points to B-1.	TAKE FOUR RED BALLS. KEEP THEM.		He does it.
7.		HOW MANY	HOW MANY,	
8.	Points to A-1.	SAY: HOW MANY RED STICKS DO YOU HAVE?	HOW MANY RED STICKS DO YOU HAVE?	
9.	Points to A-2; holds up 2 red sticks.	TWO.	TWO.	A-2 holds up his red sticks.
10.	Points to B-1.	SAY: HOW MANY BLUE STICKS DO YOU HAVE?	HOW MANY BLUE STICKS DO YOU HAVE?	
11.	Points to B-2; holds 4 blue sticks.	SAY:	FOUR.	
12.	Points to A-2.	SAY: HOW MANY RED STICKS DO YOU HAVE?	HOW MANY RED STICKS DO YOU HAVE?	

TEACHER			CLASS
	DOES THIS	SAYS THIS	SAYS THIS
13.	Points to B-2.	SAY: HOW MANY BLUE STICKS DO YOU HAVE?	HOW MANY BLUE STICKS DO YOU HAVE?
14.	Points to B-1; holds up 2 blue sticks.	SAY:	TWO.
15.	Points to A-1.	SAY: HOW MANY BLUE BALLS DO YOU HAVE?	HOW MANY BLUE BALLS DO YOU HAVE?
16.	Points to A-2.	SAY: NONE.	NONE.
17.	Points to B-1.	SAY: HOW MANY RED BALLS DO YOU HAVE?	HOW MANY RED BALLS DO YOU HAVE?
18.	Points to B-2.	SAY: NONE.	NONE.
19.	Points to A-1.	RED STICKS. SAY: HOW MANY RED STICKS DO YOU HAVE?	HOW MANY RED STICKS DO YOU HAVE? (A-2 says) THREE.
20.	Points to B-1.	RED STICKS.	HOW MANY RED STICKS DO YOU HAVE? (B-2 says) NONE.
21.	Points to A-2.	RED STICKS.	HOW MANY RED STICKS DO YOU HAVE? (A-1 says) TWO.
22.	Points to B-2.	RED STICKS.	HOW MANY RED STICKS DO YOU HAVE? (A-2 says) TWO.

#103A

COMMUNICATION ACTIVITY

Materials needed: 1) A bag

2) The shapes objects taken in the Presentation, divided into two sets:

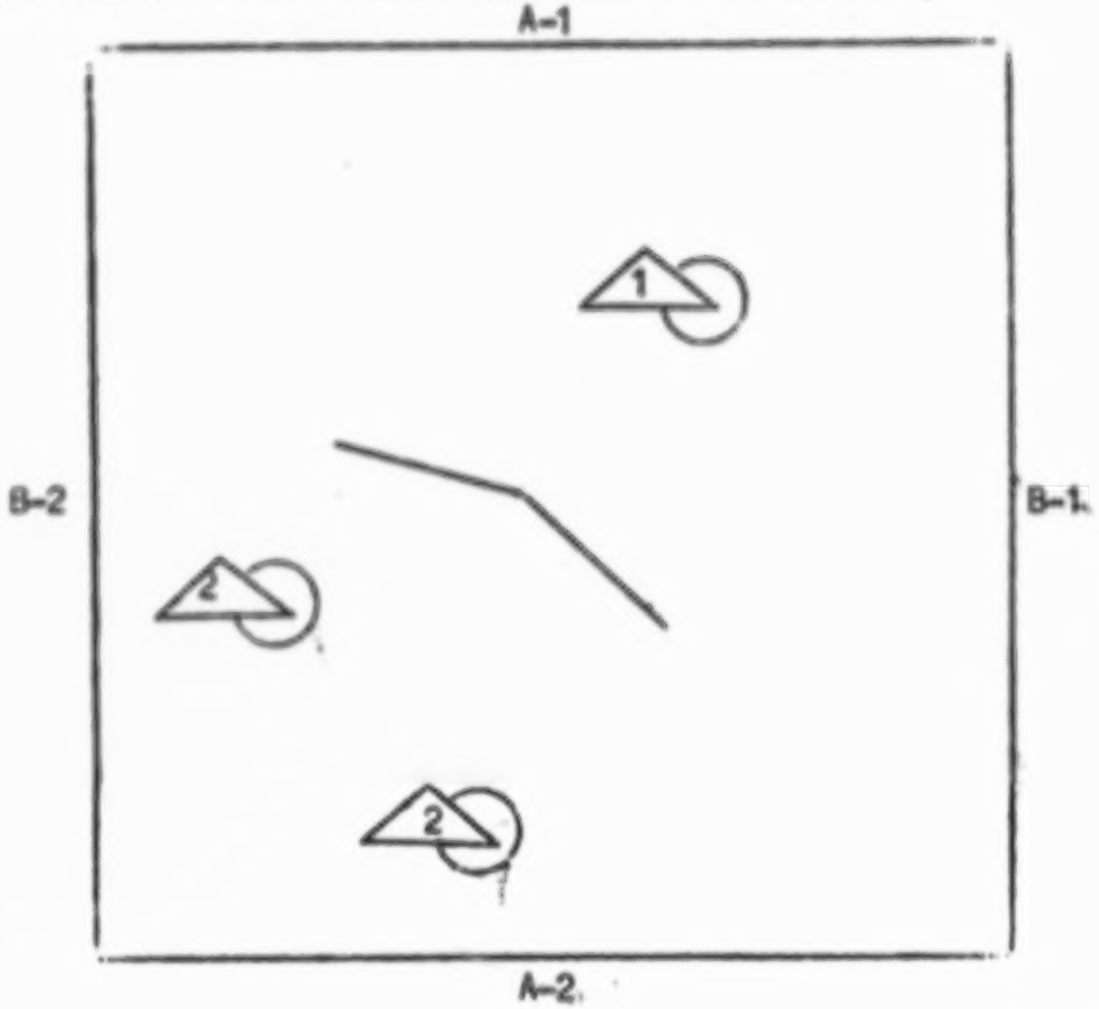
Set #1, in the middle of the table: 4 red sticks 4 red balls
4 blue sticks 4 blue balls

Set #2, in the bag: 4 red sticks 4 red balls
4 blue sticks 4 blue balls

3) A shield.

Aim: For a pupil to get the same objects as his team-mate, in four rounds (or less) of the activity.

Starting Position: A-2 and B-2 each take eight objects from the bag (at random), and put them in front of themselves. The bag is then discarded.



Description of Play:

A-1: Takes any Set #1 object (a red stick).
He says: HOW MANY RED STICKS DO YOU HAVE?
A-2 has two Set #2 red sticks.
He says: TWO.
A-1 takes two Set #1 red sticks.

*B-1: Takes any Set #1 object (a red ball).
He says: HOW MANY RED BALLS DO YOU HAVE?
B-2 has no Set #2 red balls.
He says: NONE.
B-1 takes a Set #1 red ball.

A-1: Takes any Set #1 object (a blue stick).
He says: HOW MANY BLUE STICKS DO YOU HAVE?
A-2 has one Set #2 blue stick.
He says: ONE.
A-1 takes a Set #1 blue stick.

B-1: Takes any Set #1 object (a blue stick).
He says: HOW MANY BLUE STICKS DO YOU HAVE?
B-2 has three Set #2 blue sticks.
He says: THREE.
B-1 takes three Set #1 blue sticks.

After A-1 and B-1 have each spoken 4 times, the shield is removed.
If a team has made no mistakes, the team-mates should have the same objects.
If a team has made mistakes, the team-mates will have different objects.
The activity is re-played, with A-2 and B-2 speaking.

*A mistake has been included in this description.
If B-1 had correctly understood the word NONE, he would have returned the red ball to the table, and taken another object (i.e., a blue ball) and asked B-2: HOW MANY BLUE BALLS DO YOU HAVE?

UNIT #103B

Pattern:	HOW	MANY	RED	STICKS	HAVE	YOU	GOT?	NONE.
			BLUE	BALLS				ONE
								TWO
								THREE

Teaching Points:

1. "How many" and "none" are introduced.

2. This Unit uses the form "have you got." Unit #103A uses an alternate form: "do you have." Use the Unit which teaches the form standard to you, and discard the other Unit. Units #103A and #103B are identical except in this one respect.

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#1038

PRESENTATION

Teacher needs: The following shapes objects:

4 blue sticks
2 red sticks

Each group needs: The following shapes pieces:

8 red /8 blue ▭ 8 red/8 blue ○

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1 and B-1.	TAKE TWO RED STICKS AND TWO BLUE ONES. KEEP THEM.		They do it.
2. Points to A-2 and B-2.	TAKE TWO RED BALLS AND TWO BLUE ONES. KEEP THEM.		They do it.
3. Points to A-2.	TAKE THREE RED STICKS AND A BLUE ONE. KEEP THEM.		He does it.
4. Points to B-2.	TAKE FOUR BLUE STICKS. KEEP THEM.		He does it.
5. Points to A-1.	TAKE FOUR BLUE BALLS. KEEP THEM.		He does it.
6. Points to B-1.	TAKE FOUR RED BALLS. KEEP THEM.		He does it.
7.	HOW MANY?	HOW MANY?	
8. Points to A-1.	SAY: HOW MANY RED STICKS HAVE YOU GOT?	HOW MANY RED STICKS HAVE YOU GOT?	
9. Points to A-2; holds up 2 red sticks.	SAY: TWO.	TWO.	A-2 holds up his red sticks.
10. Points to B-1.	SAY: HOW MANY BLUE STICKS HAVE YOU GOT?	HOW MANY BLUE STICKS HAVE YOU GOT?	
11. Points to B-2; holds 4 blue sticks.	SAY:	FOUR.	
12. Points to A-2.	SAY: HOW MANY RED STICKS HAVE YOU GOT?	HOW MANY RED STICKS HAVE YOU GOT?	

	TEACHER		CLASS #1038
	DOES THIS	SAYS THIS	SAYS THIS
13.	Points to B-2.	SAY: HOW MANY BLUE STICKS HAVE YOU GOT?	HOW MANY BLUE STICKS HAVE YOU GOT?
14.	Points to B-1; holds up 2 blue sticks.	SAY:	TWO.
15.	Points to A-1.	SAY: HOW MANY BLUE BALLS HAVE YOU GOT?	HOW MANY BLUE BALLS HAVE YOU GOT?
16.	Points to A-2.	SAY: NONE.	NONE.
17.	Points to B-1.	SAY: HOW MANY RED BALLS HAVE YOU GOT?	HOW MANY RED BALLS HAVE YOU GOT?
18.	Points to B-2.	SAY: NONE.	NONE.
19.	Points to A-1.	RED STICKS. SAY: HOW MANY RED STICKS HAVE YOU GOT?	HOW MANY RED STICKS HAVE YOU GOT? (A-2 says) THREE.
20.	Points to B-1.	RED STICKS.	HOW MANY RED STICKS HAVE YOU GOT? (B-2 says) NONE.
21.	Points to A-2.	RED STICKS.	HOW MANY RED STICKS HAVE YOU GOT? (A-1 says) TWO.
22.	Points to B-2.	RED STICKS.	HOW MANY RED STICKS HAVE YOU GOT? (B-1 says) TWO.

#103B

COMMUNICATION ACTIVITY

Materials needed: 1) A bag

2) The shapee objects taken in the Presentation, divided into two sets:

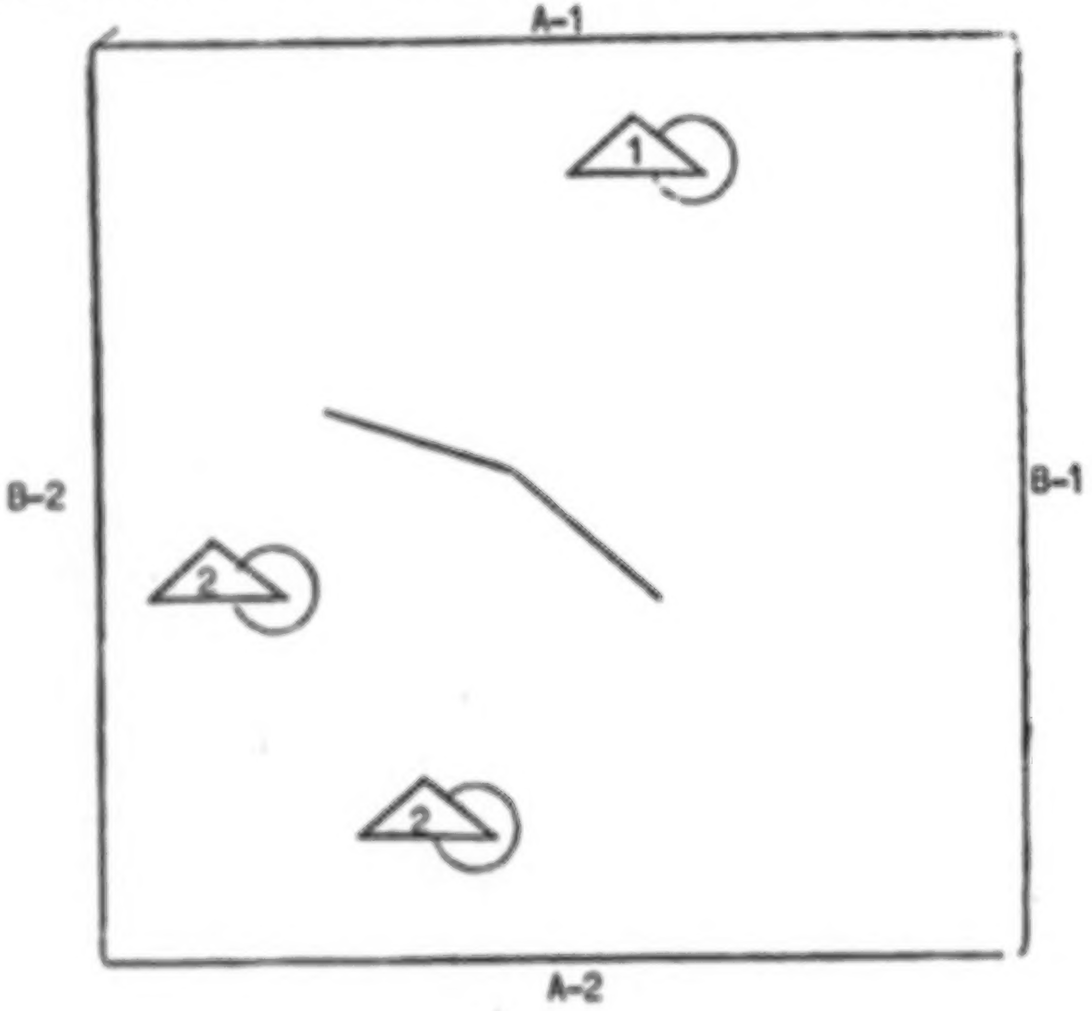
Set #1, in the middle of the table: 4 red sticks 4 blue sticks 4 red balls 4 blue balls

Set #2, in the bag: 4 red sticks 4 blue sticks 4 red balls 4 blue balls

3) A shield.

Aim: For a pupil to get the same objects as his team-mate, in four rounds (or less) of the activity.

Starting Position: A-2 and B-2 each take eight objects (from the bag (at random), and put them in front of themselves. The bag is then discarded.



Description of Play:

A-1: Takes any Set #1 object (a red stick).
He says: HOW MANY RED STICKS HAVE YOU GOT?
A-2 has two Set #2 red sticks.
He says: TWO.
A-1 takes two Set #1 red sticks.

*B-1: Takes any Set #1 object (a red ball).
He says: HOW MANY RED BALLS HAVE YOU GOT?
B-2 has no Set #2 red balls.
He says: NONE.
B-1 takes a Set #1 red ball.

A-1: Takes any Set #1 object (a blue stick).
He says: HOW MANY BLUE STICKS HAVE YOU GOT?
A-2 has one Set #2 blue stick.
He says: ONE.
A-1 takes a Set #1 blue stick.

B-1: Takes any Set #1 object (a blue stick).
He says: HOW MANY BLUE STICKS HAVE YOU GOT?
B-2 has three Set #2 blue sticks.
He says: THREE.
B-1 takes three Set #1 blue sticks.

After A-1 and B-1 have each spoken 4 times, the shield is removed.
If a team has made no mistakes, the team-mates should have the same objects.
If a team has made mistakes, the team-mates will have different objects.
The activity is re-played, with A-2 and B-2 speaking.

*A mistake has been included in this description.
If B-1 had correctly understood the word NONE, he would have returned the red ball to the table, and taken another object (i.e., a blue ball) and asked B-2: HOW MANY BLUE BALLS HAVE YOU GOT?

UNIT #104

Pattern:	SHOW	ME	A	FISH.			
			SOME	SHEEP	(HOW	MANY?	ONE.)
							TWO
							THREE
							FOUR

Teaching Point:

"Some" is introduced in contrast to "a."

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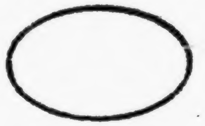
#104

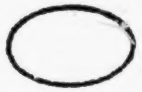
PRESENTATION

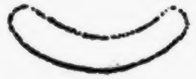
Teacher needs: The following shapee objects:

4 red sheep 4 red fish

Each group needs: The following shapee pieces:

8 red


4 red


4 red


4 red

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		MAKE A RED FISH AND A RED SHEEP.		They do it.
2.	Acts out putting them in the middle of the table.	PUT THEM IN THE MIDDLE OF THE TABLE.		They do it.
3.	Holds up a fish.	A FISH	A FISH	
4.	Holds up 3 fish.	SOME FISH	SOME FISH	
5.	Holds up 2 fish, then 4 fish, then 3 fish.	SOME FISH, SOME FISH, SOME FISH	SOME FISH, SOME FISH, SOME FISH	
6.	Points to A-1.	SAY: SHOW ME A FISH.	SHOW ME A FISH.	
7.	Points to A-2.			A-2 shows A-1 the object.
8.	Points to A-1.	SAY: SHOW ME SOME FISH.	SHOW ME SOME FISH.	
9.	Points to A-2.	SAY: HOW MANY?	HOW MANY?	
10.	Holds up 2 fish; points to A-1.	SAY: TWO.	TWO.	A-2 shows A-1 the objects.
11.	Points to B-1; holds up a sheep.	SAY:	SHOW ME A SHEEP.	B-2 does it.
12.	Points to B-1.	SAY: SHOW ME SOME SHEEP.	SHOW ME SOME SHEEP.	

	TEACHER		CLASS	#104
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
13.	Points to B-2.	SAY: HOW MANY?	HOW MANY?	
14.	Points to B-1; holds up 3 sheep.	SAY:	THREE.	B-2 shows B-1 3 sheep.
15.	Points to A-2; holds up a sheep.	SAY:	SHOW ME A SHEEP.	A-1 does it.
16.	Points to A-2.	SAY: SHOW ME SOME SHEEP.	SHOW ME SOME SHEEP.	
17.	Points to A-1.	SAY: HOW MANY?	HOW MANY?	
18.	Points to A-2; holds up 4 sheep.	SAY:	FOUR.	A-1 shows A-2 4 sheep.
19.	Points to B-2; holds up a fish.	SAY:	SHOW ME A FISH.	B-1 does it.
20.	Points to B-2.	SAY: SHOW ME SOME FISH.	SHOW ME SOME FISH.	
21.	Points to B-1.	SAY: HOW MANY?	HOW MANY?	
22.	Holds up 2 fish.		(B-2 says) TWO.	B-1 shows B-2 2 fish.
23.	Holds up a fish.	SHOW ME A FISH.	SHOW ME A FISH.	
24.	Holds up 4 fish; then hides them.	SHOW ME SOME FISH.	SHOW ME SOME FISH.	
25.	Indicates that class should listen, not repeat.	HOW MANY?	FOUR.	
26.	Holds up 3 fish, then hides them.	SAY:	SHOW ME SOME FISH.	
27.		HOW MANY?	THREE.	

#104

COMMUNICATION ACTIVITY

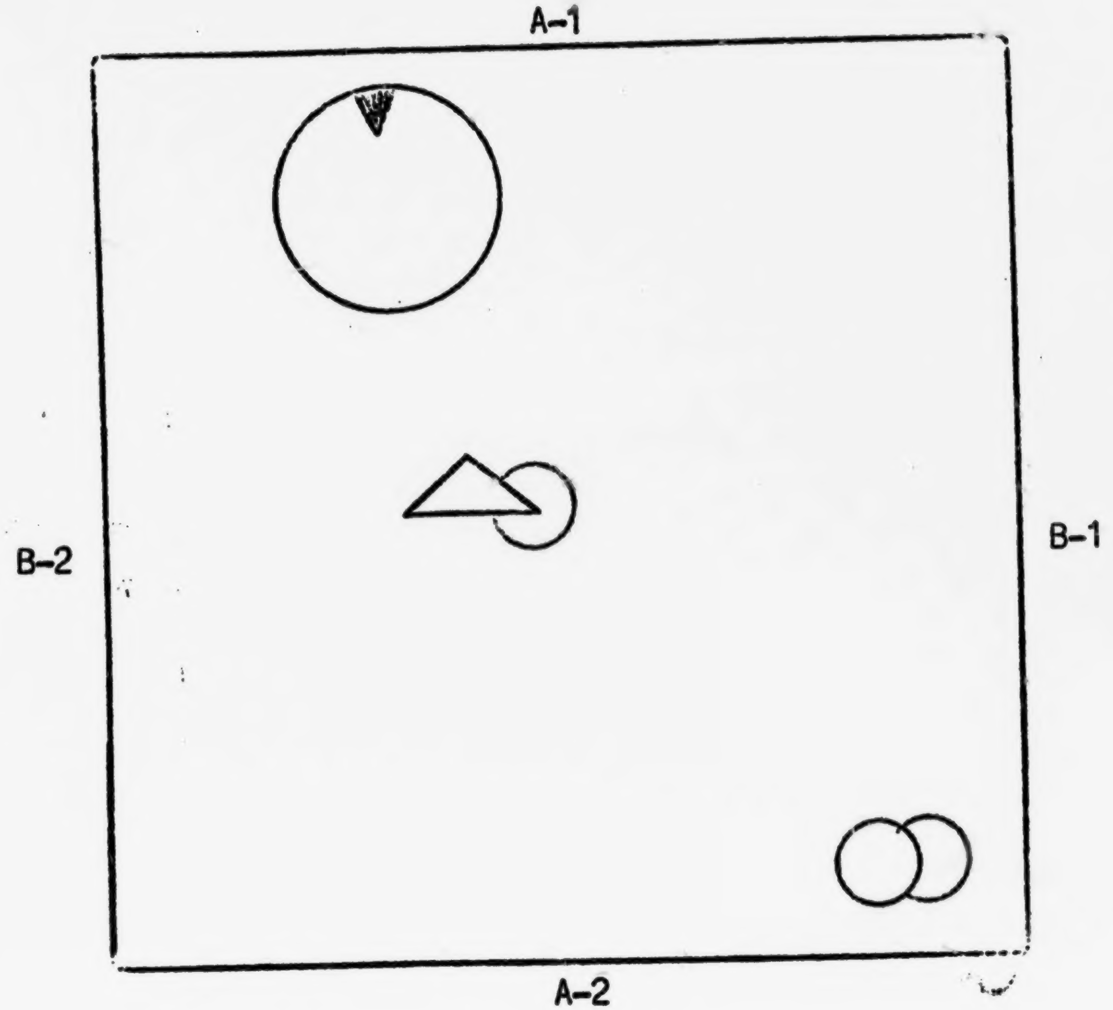
Materials needed: 1) The shapee objects made in the Presentation

2) Spinner Cover #13

3) Counters.

Aim: To get counter.

Starting Position:



Description of Play:

A-1: Spins the spinner (3 fish).
He says: SHOW ME SOME FISH.
A-2 says: HOW MANY?
A-1 says: THREE.
A-2 shows A-1 three shapee fish.
The objects match the spinner.
A-2 returns the objects to the table, and A-1 takes a counter for the team.

*B-1: Spins the spinner (2 sheep).
He says: SHOW ME SOME SHEEP.
B-2 shows him one sheep.
The object does not match the spinner.
B-2 returns the object to the table.

A-2: Spins the spinner (a sheep).
He says: SHOW ME A SHEEP.
A-1 does it.
The object and spinner match.
A-1 returns the object to the table, and A-2 takes a counter for the team.

B-2: Spins the spinner (4 fish).
He says: SHOW ME SOME FISH.
B-1 says: HOW MANY?
B-2 says: FOUR.
B-1 shows B-2 four shapee fish.
The objects match the spinner.
B-1 returns the objects to the table, and B-2 takes a counter for the team.

*A mistake has been included in this description.

UNIT #105

Pattern:	I	NEED	ONE	OF	THE	RED	BALLS.					
			SOME			BLUE	STICKS.					
	I DON'T NEED		ANY					(HOW	MANY?			
										ONE	OF	THEM.)
										TWO		
										THREE		
										FOUR		

Teaching Points:

1. "Some of the" is contrasted with "one of the" and "any of the."
2. The expression "one/two of them" is introduced.
3. Save the objects from this Unit for use in the following Unit.

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#105

PRESENTATION

Teacher needs: The following shapee objects:

4 red balls 4 blue balls
4 red sticks 4 blue sticks

Each group needs: The following shapee pieces, placed in the middle of the table:

16 red/16 blue ▭ 16 red/16 blue ○

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1 and B-1.	TAKE TWO RED STICKS AND TWO BLUE ONES. KEEP THEM.		They do it.
2. Points to A-2 and B-2.	TAKE TWO RED BALLS AND TWO BLUE ONES. KEEP THEM.		They do it.
3. Points to A-1.	TAKE THREE BLUE BALLS AND A RED ONE. KEEP THEM.		He does it.
4. Points to B-1.	TAKE A BLUE BALL AND THREE ONES. KEEP THEM.		He does it. Each pupil now has eight objects. The remaining objects should be in the middle of the table.
5. Points to A-2.	TAKE THREE RED STICKS AND A BLUE ONE. KEEP THEM.		He does it.
6. Points to B-2.	TAKE FOUR BLUE STICKS. KEEP THEM.		He does it.
7. Indicates class should listen. Holds up 4 red balls, then 4 blue balls, then 4 red sticks, then 4 blue sticks.	YOU NEED FOUR RED BALLS, FOUR BLUE BALLS, FOUR RED STICKS, AND FOUR BLUE STICKS.		
8. Points to A-1; indicates he should listen.	HOW MANY RED STICKS DO YOU HAVE? *HAVE YOU GOT?	(A-1 says) TWO.	

---

*If you use "do you have," cross out "have you got" whenever it appears in the Unit. If you use "have you got," cross out "do you have" whenever it appears.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9.	Points to A-1.	SAY: I NEED SOME OF THE RED STICKS.	I NEED SOME OF THE RED STICKS.	
10.	Points to A-2.	SAY: HOW MANY?	HOW MANY?	
11.	Points to A-1.	SAY: TWO OF THEM.	TWO OF THEM.	A-2 gives A-1 two of the objects from the table.
12.	Points to A-1; holds up four red sticks.	SHOW YOUR STICKS.		
13.	Points to B-1.	SAY: I NEED SOME OF THE RED STICKS.	I NEED SOME OF THE RED STICKS.	
14.	Points to B-2.	SAY:	(B-2 says) HOW MANY? (B-1 says) TWO OF THEM.	B-2 gives B-1 the objects; B-1 holds up his 4 red sticks.
15.	Points to A-2.	SAY:	(A-2 says) I NEED ONE OF THE RED STICKS.	A-1 gives A-2 the object; A-2 holds up his 4 red sticks.
16.	Points to B-2.	SAY:	(B-2 says) I NEED SOME OF THE RED STICKS. (B-1 says) HOW MANY? (B-2 says) FOUR OF THEM.	B-1 gives B-2 the objects; B-2 holds up his 4 red sticks.
17.	Points to A-1; holds up 4 blue sticks.	SAY:	(A-1 says) I NEED SOME OF THE BLUE STICKS. (A-2 says) HOW MANY? (A-1 says) TWO OF THEM.	A-2 gives A-1 the objects; A-1 holds up his 4 blue sticks.
18.	Points to B-1; holds up 4 blue sticks.	SAY:	(B-1 says) I NEED SOME OF THE BLUE STICKS. (B-2 says) HOW MANY? (B-1 says) TWO OF THEM.	B-2 gives B-1 the objects; B-1 holds up his 4 blue sticks.
19.	Points to B-2; holds up 4 blue sticks.	SAY: I DON'T NEED ANY OF THE BLUE STICKS.	I DON'T NEED ANY OF THE BLUE STICKS.	B-2 holds up his 4 blue sticks.
20.	Holds up 4 red sticks	I DON'T NEED ANY OF THE RED STICKS.	I DON'T NEED ANY OF THE RED STICKS.	

#105

COMMUNICATION ACTIVITY

Materials needed: 1) Two bags.

2) The shapee objects taken in the Presentation, distributed as follows:

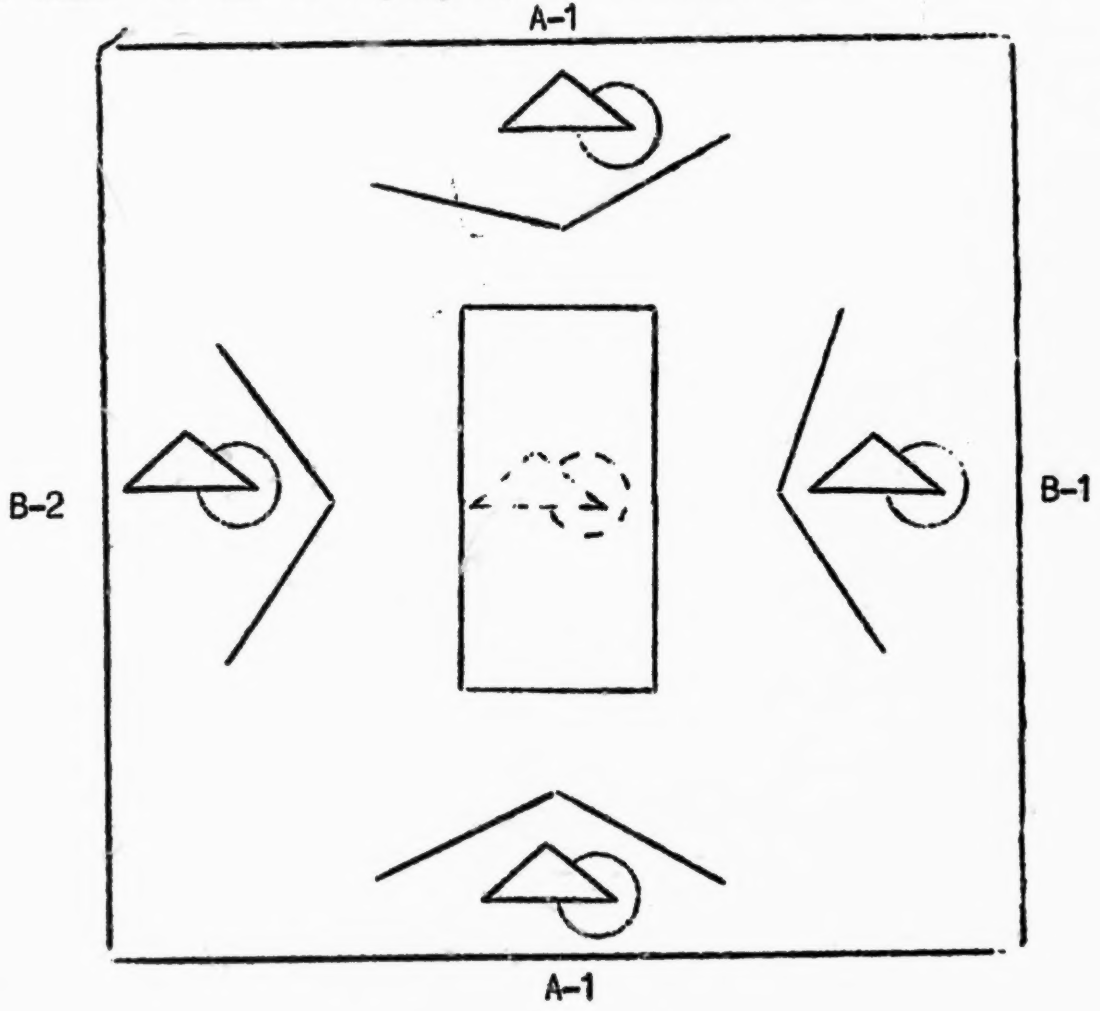
all the balls in one bag
all the sticks in the other bag

3) A box

4) A shield for each pupil's objects.

Aim: To get four of each object (four red balls, four blue balls, four red sticks and four blue sticks). The pupil who gets these first has won the activity for his team. It can be replayed, if time allows.

Starting Position: Each pupil takes four items (at random) from each bag. He arranges them in front of himself, hiding them from the other pupils with his shield. Each pupil begins the game with four sticks and four balls. The objects remaining in both bags are then hidden, all together, in the box, and the bags are discarded.



#105

Description of Play:

A-1: Takes an object from the box, without choosing (a blue stick), and holds it up.
A-2 looks at his own objects. He has one blue stick.
He says: I NEED SOME OF THE BLUE STICKS.
A-1 says: HOW MANY?
A-2 says: THREE OF THEM.
A-1 lifts the box, takes three blue shapee sticks, and gives them to A-2.
A-2 holds up his four blue sticks, then hides them with the other objects behind his own shield.

*B-1: Takes an object from the box (a red stick), and holds it up.
B-2 looks at his own objects. He has no red sticks.
He says: I NEED SOME OF THE RED STICKS.
B-1 gives him a red stick.
B-2 only holds up one red stick.
He returns it to the box.

A-2: Takes an object from the box (a blue ball), and holds it up.
A-1 looks at his own objects. He has three blue balls.
He says: I NEED A BLUE BALL.
A-2 gives it to him.
A-1 holds up his four blue balls, then hides them with the other objects behind his own shield.

B-2: Takes an object from the box (a blue ball), and holds it up.
B-1 looks at his own objects. He has one blue ball.
He says: I NEED SOME OF THE BLUE BALLS.
B-1 says: HOW MANY?
B-2 says: THREE OF THEM.
B-1 lifts the box, takes three blue shapee balls, and gives them to B-1 .
B-1 holds up his four blue shapee balls, then hides them with the other objects behind his own shield.

A-1: Takes an object from the box (blue stick), and holds it up.
A-2 looks at his own objects. He has four blue sticks.
He says: I DON'T NEED ANY OF THE BLUE STICKS.
A-1 returns the object to the box and takes another (a red stick).
A-2 looks at his own objects. He has three red sticks.
He says: I NEED A RED STICK.
A-1 gives it to him.
A-2 holds up his four red sticks, then hides them with the other objects behind his own shield.

*A mistake has been included in this description.

UNIT #106

Pattern:	I	NEED(S)	SOME	OF	THE	RED	BALLS.			
	B-1		ONE			BLUE	STICKS	(HOW	MANY?	TWO OF THEM.)
										THREE
										FOUR

DO(ES)	YOU	NEED	ANY	OF	THE	RED	BALLS?							
	B-2					BLUE	STICKS	YES,	I	DO(ES).				
									HE					
								NO,	I	DO(ES)	NOT.	(HOW	MANY?	ONE OF THEM.)
									HE					TWO
														THREE
														FOUR

Teaching Points:

1. The question "DO YOU NEED ANY" is introduced in contrast to the statement "I NEED SOME." Be sure the pupils are all using ANY with the question form.
2. An example of the pattern follows:
   A-1: DO YOU NEED ANY OF THE BLUE STICKS?
   A-2: NO, I DON'T.
   A-1: DOES B-2 NEED ANY OF THE BLUE STICKS?
   A-2: YES, HE DOES.
   A-1: HOW MANY?
   A-2: TWO OF THEM.

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#106

PRESENTATION

Teacher needs: The following shapee objects:

4 red balls/4 blue balls/4 red sticks/4 blue sticks.

Each group needs: The objects from the previous Unit.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1 and B-1.	TAKE TWO RED STICKS AND TWO BLUE ONES. KEEP THEM.		They do it.
2. Points to A-2 and B-2.	TAKE TWO RED BALLS AND TWO BLUE ONES. KEEP THEM.		They do it.
3. Points to A-1.	TAKE FOUR BLUE BALLS. KEEP THEM.		He does it.
4. Points to B-1.	TAKE FOUR RED BALLS. KEEP THEM.		He does it.
5. Points to A-2.	TAKE THREE RED STICKS AND A BLUE ONE. KEEP THEM.		He does it.
6. Points to B-2.	TAKE FOUR BLUE STICKS. KEEP THEM.		He does it. The remaining objects should be in the middle of the table.
7. Puts up a shield between A-1, B-1 and A-2, B-2.			Each group puts a shield between the 1's and 2's.
8. Indicates class should listen; holds up 4 of each object.	YOU NEED FOUR RED BALLS, FOUR BLUE BALLS, FOUR RED STICKS, AND FOUR BLUE STICKS.		
9. Points to A-1.	SAY: I NEED SOME OF THE RED BALLS.	I NEED SOME OF THE RED BALLS.	
10. Points to A-2.	SAY:	(A-2 says) HOW MANY? (A-1 says) FOUR OF THEM.	A-2 gives A-1 4 of the objects from the table.
11. Points to A-1; indicates A-2.	SAY: DO YOU NEED ANY OF THE RED BALLS?	DO YOU NEED ANY OF THE RED BALLS?	

#106

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Points to A-2.	SAY:	(A-2 says) YES, I DO. (A-1 says) HOW MANY? (A-2 says) TWO OF THEM.	A-1 gives A-2 two of the objects.
13.	Points to A-1; indicates B-2.	SAY: DOES B-2 NEED ANY OF THE RED BALLS?	DOES B-2 NEED ANY OF THE RED BALLS?	
14.	Points to A-2.	SAY:	(A-2 says) YES, HE DOES. (A-1 says) HOW MANY? (A-2 says) TWO OF THEM.	A-1 gives B-2 two of the objects.
15.	Points to B-1; holds up the red sticks.	SAY: I NEED SOME OF THE RED BALLS.	(B-1 says) I NEED SOME OF THE RED STICKS. (B-2 says) HOW MANY? (B-1 says) TWO OF THEM.	B-2 gives B-1 two of the objects.
16.	Points to B-1; indicates A-1.	SAY: A-1 NEEDS SOME OF THE RED STICKS.	(B-1 says) A-1 NEEDS SOME OF THE RED STICKS. (B-2 says) HOW MANY? (B-1 says) TWO OF THEM.	
17.	Points to B-1; indicates B-2.	SAY: DO YOU NEED ANY OF THE RED STICKS.	(B-1 says) DO YOU NEED ANY OF THE RED STICKS? (B-2 says) YES, I DO. (B-1 says) HOW MANY? (B-2 says) FOUR OF THEM.	B-1 gives B-2 four of the objects.
18.	Points to B-1; indicates A-2.	SAY: DOES A-2 NEED ANY OF THE RED STICKS?	(B-1 says) DOES A-2 NEED ANY OF THE RED STICKS? (B-2 says) YES, HE DOES. (B-1 says) HOW MANY? (B-2 says) ONE OF THEM.	B-1 gives A-2 one of the objects.
19.	Repeat Steps #15 to #18 with A-2, using blue balls. Repeat Steps #15 to #18 with B-2, using blue sticks.			

#106

COMMUNICATION ACTIVITY

Materials needed: 1) Two bags

2) The shapee objects from the previous Unit, distributed as follows:

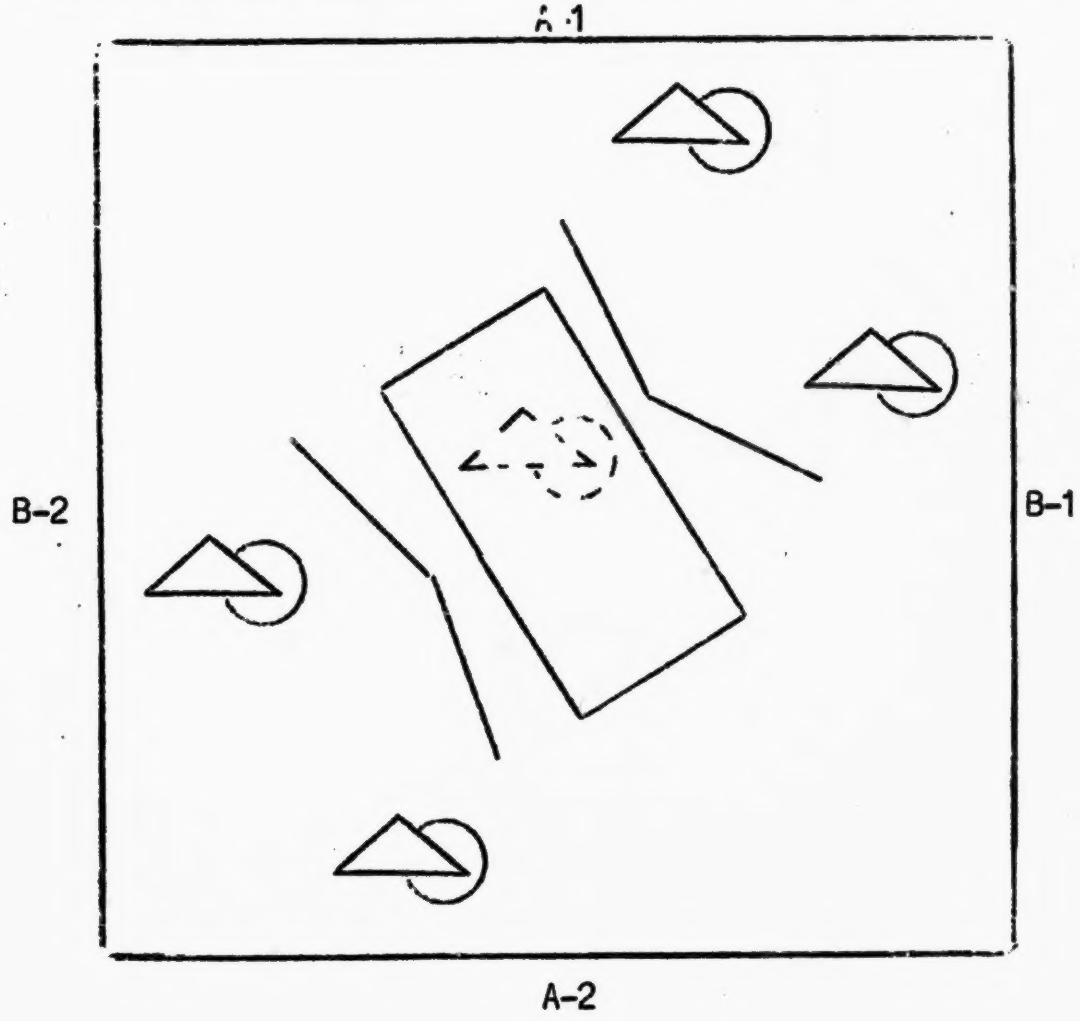
all the balls in one bag
all the sticks in the other bag

3) A box

4) Two shields.

Aim: To get four of each object. The play is over when every member of the group has four of each object. Otherwise this activity is similar to the previous one (where only one member of the group needed to get four of each object to complete the play).

Starting Position: Each pupil takes four items from each bag. He arranges them in front of himself, hiding them from his teammate with the shield. The objects remaining in both bags are then hidden all together, in the box, and the bags are discarded.



Description of Play: #106

A-1: Takes a object from the box, without choosing (a blue stick), and looks at his own objects.
He has one blue stick, so he says: I NEED SOME OF THE BLUE STICKS.
A-2 says: HOW MANY? A-1 says: THREE OF THEM.
A-2 lifts the box, takes three blue shapee sticks, and gives them to A-1.
A-1 holds up his four blue sticks, then hides them with the other objects behind his shield.

B-1: Takes an object from the box (a red ball), and looks at his own objects.
He has four red balls already, so he says: DO YOU NEED ANY OF THE RED BALLS?
B-2 looks at his own objects. He has two red balls, so he says: YES, I DO.
B-1 says: HOW MANY? B-2 says: TWO OF THEM.
B-1 lifts the box, takes two red shapee balls, and gives them to B-2.
B-2 holds up his four red balls, then hides them with the other objects behind his shield.

*A-2: Takes an object from the box (a blue ball), and looks at his own objects.
He has four blue balls already. He says: I NEED SOME OF THE BLUE BALLS.
A-1 says: HOW MANY? A-2 says: FOUR OF THEM.
A-1 lifts the box, takes four blue shapee balls, and gives them to A-2.
A-2 now has eight blue balls. B-2, who is sitting next to him can see this mistake, if A-2 does not realize it.
A-2 returns the four blue balls to the box.

This activity becomes more difficult as the play continues. After each pupil has had two turns, he will have at least one set of 4 matching objects. The following steps might occur:

B-2: Takes an object from the box (a red stick), and looks at his own objects.
He already has four red sticks, so he says: DO YOU NEED ANY OF THE RED STICKS?
B-1 looks at his own objects. He already has four red sticks, so he says: NO, I DON'T.
B-2 looks at A-2's objects. A-2 has 3 red sticks, so B-2 says: A-2 NEEDS A RED STICK.
B-2 lifts the box, takes a red shapee stick, and gives it to A-2.
A-2 holds up his four red sticks, then hides them with the other objects behind his shield.

A-1: Takes an object from the box (a blue ball), and looks at his own objects.
He has four blue balls already, so he says: DO YOU NEED ANY OF THE BLUE BALLS?
A-2 looks at his own objects. He has four blue balls already, so he says: NO, I DON'T.
A-1 looks at B-1's objects. B-1 has four blue balls already, so A-1 says: DOES B-2 NEED ANY OF THE BLUE BALLS?
A-2 looks at B-2's objects. B-2 has two blue balls, so A-2 says: YES, HE DOES.
A-1 says: HOW MANY? A-2 says: TWO OF THEM.
A-1 lifts the box, takes two blue shapee balls and gives them to B-2.
B-2 holds up his four blue balls, then hides them with the other objects behind his shield.

*A mistake has been included in this description.

UNIT #107

Pattern:	GIVE	ME	A	RED	BIRD	AND	A	BLUE	HOUSE.
				BLUE	BALL	OR		RED	FISH
					FISH				BIRD
					HOUSE				BALL

Teaching Point:

1. The word "or" is introduced in contrast to "and."

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#107

PRESENTATION

Teacher needs: 1) The following shapee objects:

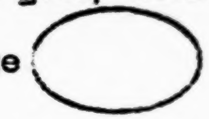
a red fish
a blue fish
a red ball
a blue ball

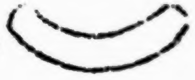
a red house
a blue house
a red bird
a blue bird

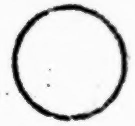
2) The following number card:

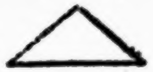
a #1 a #2

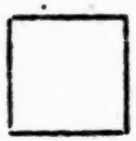
Each group needs: The following shapee pieces:

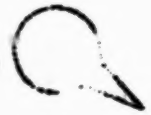
1 red/1 blue 

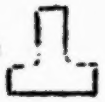
1 red/1 blue 

2 red/2 blue 

1 red/1 blue 

1 red/1 blue 

1 red/1 blue 

1 red/1 blue 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	MAKE A RED FISH AND A RED HOUSE.		He does it.
2. Points to A-2.	SAY: GIVE ME A RED FISH AND A RED HOUSE.	GIVE ME A RED FISH AND A RED HOUSE.	A-1 gives the objects to A-2.
3. Points to A-1.	SAY: GIVE ME A RED FISH OR A RED HOUSE.	GIVE ME A RED FISH OR A RED HOUSE.	
4. Goes to the demonstration table; helps A-2 to take both objects; gives A-1 one of them.			A-2 gives A-1 one of the objects.
5. Holds up a red fish and a red house.	A RED FISH AND A RED HOUSE.	A RED FISH AND A RED HOUSE.	
6. Holds up a red fish and a red house, holds out one, then the other.	A RED FISH OR A RED HOUSE.	A RED FISH OR A RED HOUSE.	
7. Points to B-1.	MAKE A BLUE FISH AND A BLUE HOUSE.		He does it.
8. Points to B-2; holds up the objects and a #2.	SAY: GIVE ME A BLUE FISH AND AND A BLUE HOUSE.	GIVE ME A BLUE FISH AND A BLUE HOUSE.	B-1 gives the objects to B-2 and B-1.

	TEACHER		CLASS	#107
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9.	Points to B-1; holds up the objects and a #1.	SAY: GIVE ME A BLUE FISH OR A BLUE HOUSE.	GIVE ME A BLUE FISH OR A BLUE HOUSE.	B-2 gives B-1 on of the objects...
10.	Points to A-2.	MAKE A RED BALL AND A BLUE BIRD.		He does it.
11.	Points to A-1; holds up the objects and a #2.	SAY:	GIVE ME A RED BALL AND A BLUE BIRD.	A-2 gives the objects to A-1.
12.	Points to A-2; holds up the objects and a #1.	SAY: GIVE ME A RED BALL OR A BLUE BIRD.	GIVE ME A RED BALL OR A BLUE BIRD.	A-1 gives the ob- of the objects.
13.	Points to B-2.	MAKE A BLUE BALL AND A RED BIRD.		He does it.
14.	Points to B-1; holds up the objects and a #2.	SAY:	GIVE ME A BLUE BALL AND A RED BIRD.	B-2 gives the objects to B-1
15.	Points to B-2; holds up the objects and a #1.	SAY: GIVE ME A BLUE BALL OR A RED BIRD.	GIVE ME A BLUE BALL OR A RED BIRD.	B-1 gives B-2 one of the objects.
16.	Points to A-1; holds up a red bird, a blue ball and a #2.	SAY:	GIVE ME A RED BIRD AND A BLUE BALL.	A-2 does it.
17.	Points to B-1; holds up a blue fish, a red house and a #1.	SAY:	GIVE ME A BLUE FISH OR A RED HOUSE.	B-2 does it.
18.	Points to A-2; holds up a red bird, a blue ball and a #1.	SAY:	GIVE ME A RED BIRD OR A BLUE BALL.	A-1 does it.
19.	Points to B-2; holds up a blue fish, a red house and a #1.	SAY:	GIVE ME A BLUE FISH OR A RED HOUSE.	B-1 does it.

#107

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation

2) The following picture cards, mixed and face down on the table:

a red fish and a red house
a blue fish and a red house
a red bird and a blue house

a blue bird and a red house
a blue bird and a blue ball
a red bird and a red ball

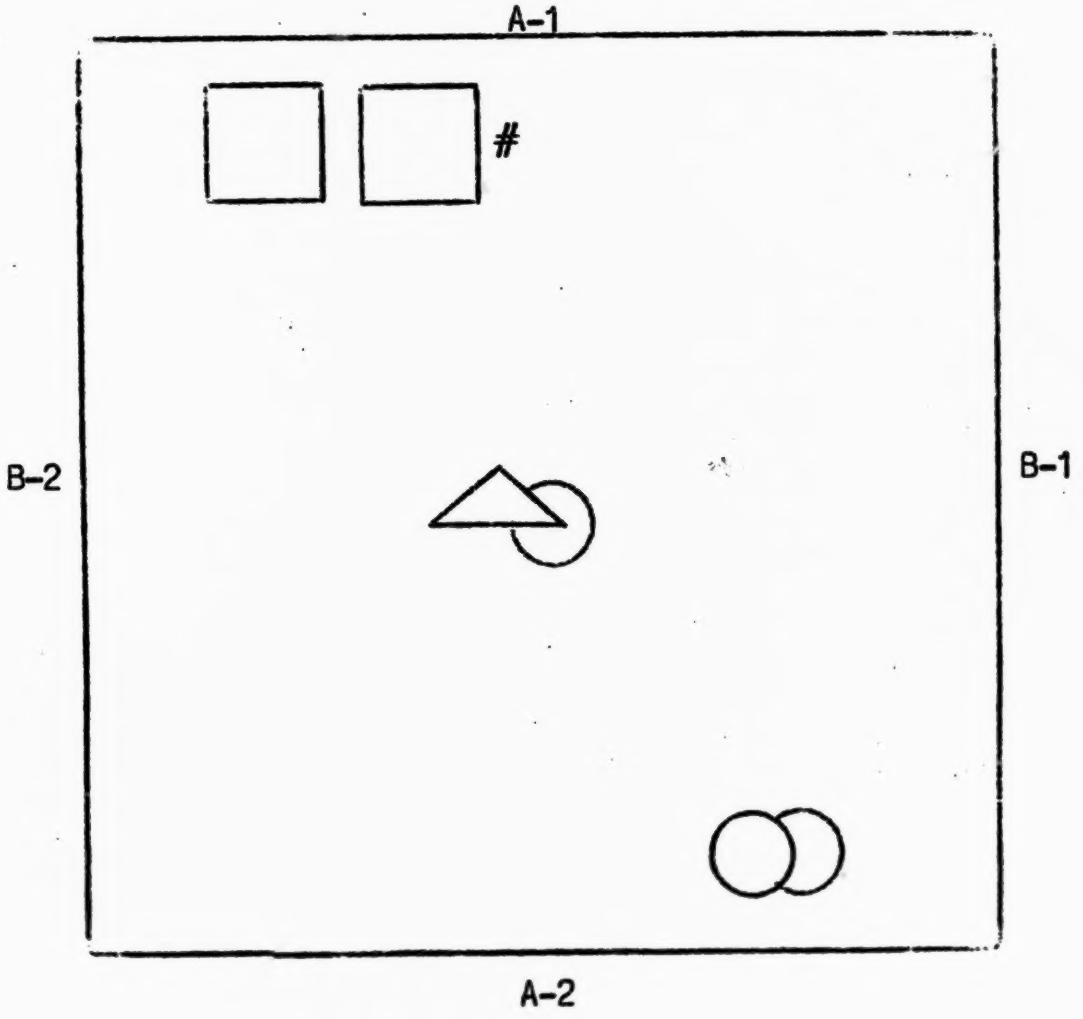
3) The following number cards, mixed and face down on the table:

a #1 (3)   a #2 (3)

4) Counters.

Aim: To get counters.

Starting Position:



Description of Play:

A-1: Takes a picture card (a blue fish and a red house) and a number card (a #2).
He says: GIVE ME A BLUE FISH AND A RED HOUSE.
A-2 does it.
The number of objects matches the number card.*
A-1 returns the objects to the table, and the cards to their packs.
He takes a counter for the team.

**B-1: Takes a picture card (a red bird and a blue house) and a number card (a #1).
He says: GIVE ME A RED BIRD AND A BLUE HOUSE.
B-2 does it.
The number of objects (2) does not match the number card (a #1).*
B-1 returns the objects to the table, and the cards to their packs.

A-2: Takes a picture card (a blue bird and a red house) and a number card (a #1).
He says: GIVE ME A BLUE BIRD OR A RED HOUSE.
A-2 gives him a red house.
The number of objects matches the number card.*
A-2 returns the object to the table, and the cards to their packs.
He takes a counter for the team.

B-2: Takes a picture card (a red bird and a red ball) and a number card (a #1).
He says: GIVE ME A RED BIRD OR A RED BALL.
B-1 gives him a red bird.
The number of objects matches the number card.*
B-2 returns the object to the table, and the cards to their packs.
He takes a counter for the team.

*It is more important in this activity to check the number card than it is to check the picture card. The pupils probably know the objects well, so it they make mistakes it will not be in choosing the wrong objects, but in choosing the wrong number of objects.

**A mistake has been included in this description.

UNIT #108

Pattern:	SHOW	ME	A	RED	AND	YELLOW	HOUSE.
					OR		PIPE
							HAT

Teaching Points:

1. The Presentation introduces a different "and"/"or" contrast from that of the previous Unit.
An example of the preceding pattern might be: SHOW ME A RED HOUSE AND/OR A YELLOW PIPE.
An example of the new pattern might be: SHOW ME A RED AND/OR YELLOW HOUSE.

2. The word "pipe" is introduced.

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#108

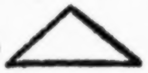
PRESENTATION

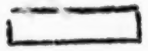
Teacher needs: 1) The following shapee objects:

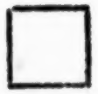
a red house
a red house with a yellow roof
a red pipe
a yellow pipe with a red stem
a red hat
a yellow hat with a red brim
a yellow house
a yellow pipe
a yellow hat

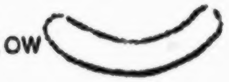
2) The following pages from the Picture Book: a pipe, a **shapee pipe.**

Each group needs: The following shapee pieces:

1 red/2 yellow 

2 red/1 yellow 

3 red/3 yellow 

2 red/1 yellow 

1 red/2 yellow

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	A-1, MAKE A RED HOUSE AND A YELLOW PIPE.	A-1, MAKE A RED HOUSE AND A YELLOW PIPE.	He does it.
2. Holds up the red and yellow house.	B-1, MAKE A RED AND YELLOW HOUSE.	B-1, MAKE A RED AND YELLOW HOUSE.	He makes a red house with a yellow roof.
3.	A-2, MAKE A RED HAT AND A YELLOW ONE.	A-2, MAKE A RED HAT AND A YELLOW ONE.	He does it.
4. Holds up the red and yellow hat.	B-2, MAKE A RED AND YELLOW HAT.	B-2 MAKE A RED AND YELLOW HAT.	He makes a yellow hat with a red brim.
5. Points to the picture of the pipe.	A PIPE	A PIPE	
6. Points to the picture of the shapee pipe.	A PIPE	A PIPE	
7. Holds up a red pipe.	A-1, MAKE A RED PIPE.	A-1, MAKE A RED PIPE.	He does it.
8. Holds up a yellow pipe.	B-1, MAKE A YELLOW PIPE.	B-1, MAKE A YELLOW PIPE.	He does it.
9. Holds up the red and yellow pipe.	A-2, MAKE A RED AND YELLOW PIPE.	A-2, MAKE A RED AND YELLOW PIPE.	He makes a yellow pipe with a red stem.

TEACHER		CLASS	#108
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10. Points to B-2; holds up the red and yellow pipe.	SAY: SHOW ME THE RED AND YELLOW PIPE.	SHOW ME THE RED AND YELLOW PIPE.	B-1 does it.
11. Points to A-1; holds up the red and yellow house.	SAY: SHOW ME THE RED AND YELLOW HOUSE.	SHOW ME THE RED AND YELLOW HOUSE.	A-2 does it.
12. Points to B-1; holds up the red and yellow hat.	SAY:	SHOW ME THE RED AND YELLOW HAT.	B-2 does it.
13. Points to A-2; holds up the red and yellow pipe.	SAY:	SHOW ME THE RED AND YELLOW PIPE.	A-1 does it.
14. Points to B-2; holds up the red house and the yellow one; holds out one, then holds out the other.	SAY: SHOW ME THE RED OR YELLOW HOUSE.	SHOW ME THE RED OR YELLOW HOUSE.	B-1 shows him one of the objects.
15. Points to A-1; holds up the red hat and the yellow one (as above).	SAY: SHOW ME THE RED OR YELLOW HAT.	SHOW ME THE RED OR YELLOW HAT.	A-1 shows him one of the objects.
16. Points to B-1; holds up the red pipe and the yellow one.	SAY: SHOW ME THE RED OR YELLOW PIPE.	SHOW ME THE RED OR YELLOW PIPE.	B-2 shows him one of the objects.
17. Points to A-2; holds up the red house and the yellow one.	SAY: SHOW ME THE RED OR YELLOW HOUSE.	SHOW ME THE RED OR YELLOW HOUSE.	A-1 shows him one of the objects.
18. Points to B-2.	SAY: SHOW ME THE RED AND YELLOW PIPE.	SHOW ME THE RED AND YELLOW PIPE.	B-1 does it.
19. Points to A-1.	SAY: SHOW ME THE RED OR YELLOW PIPE.	SHOW ME THE RED OR YELLOW PIPE.	A-2 shows him one of the objects.
20. Points to B-1.	SAY: SHOW ME THE RED OR YELLOW HOUSE.	SHOW ME THE RED OR YELLOW HOUSE.	B-2 shows him one of the objects.
21. Points to A-2.	SAY: SHOW ME THE RED AND YELLOW HAT.	SHOW ME THE RED AND YELLOW HAT.	A-1 does it.

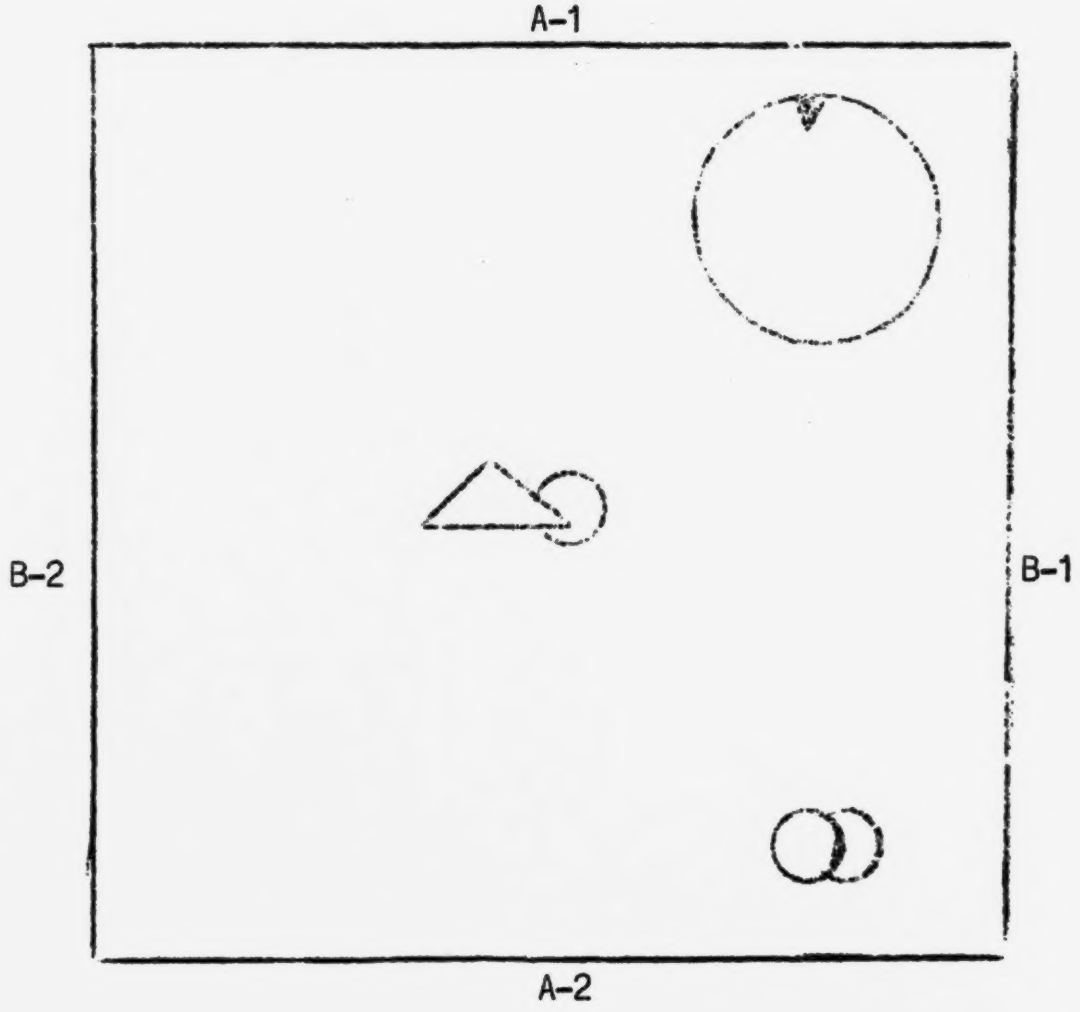
#108

COMMUNICATION ACTIVITY

Materials needed:
1) The shapee objects made in the Presentation
2) Spinner cover #14
3) Counters.

Aim: To get counters.

Starting Position:



Description of Play:

A-1: Spins the spinner (a red house and a yellow one).
He says: SHOW ME A RED OR YELLOW HOUSE.
A-2 shows him a red house.
The object matches one of the objects on the spinner.
A-1 takes a counter for the team.

B-1: Spins the spinner (a red and yellow house).
He says: SHOW ME A RED AND YELLOW HOUSE.
B-2 does it.
The object matches the spinner.
B-1 takes a counter for the team.

*A-2: Spins the spinner (a red pipe and a yellow one).
He says: SHOW ME A RED AND YELLOW PIPE.
A-1 does it.
The object does not match the spinner.

B-2: Spins the spinner (a red hat and a yellow one).
He says: SHOW ME A RED OR YELLOW HAT.
B-1 shows him a yellow hat.
The object matches one of the objects on the spinner.
B-1 takes a counter for the team.

*A mistake has been included in this description.

UNIT #109

Pattern:	SHOW	ME	A	DOG.								
				TREE								
				STICK								
				BIRD	A	BIG	OR	LITTLE	ONE?			
						LONG		SHORT				
						GREEN		YELLOW		A	BIG	ONE.
											LITTLE	
											LONG	
											SHORT	
											GREEN	
											YELLOW	

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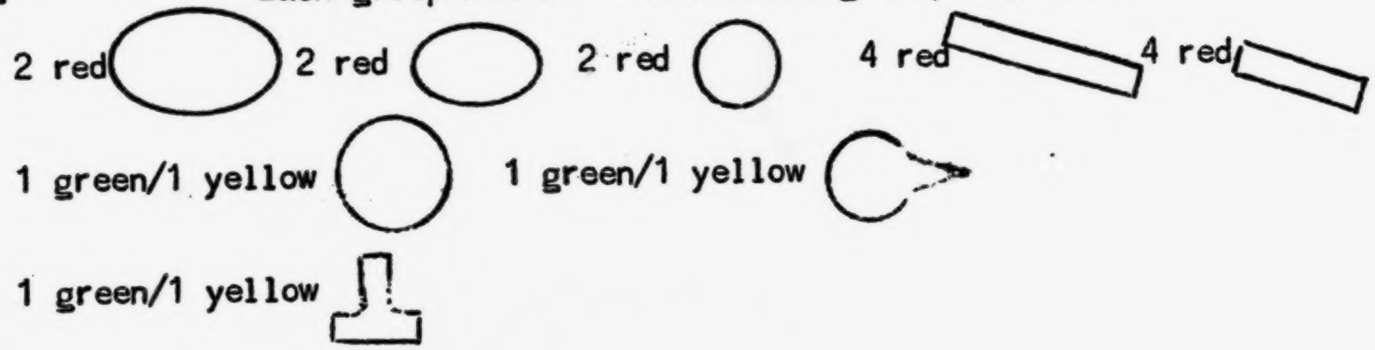
#109

PRESENTATION

Teacher needs: The following shapee objects:

a big red dog	a little red dog
a big red tree	a little red tree
a long red stick	a short red stick
a yellow bird	a green bird

Each group needs: The following shapee pieces:



TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a big red dog and a little red one.	A-1, MAKE A BIG DOG AND A LITTLE ONE.	A-1, MAKE A BIG DOG AND A LITTLE ONE.	A-1 makes them in red.
2. Holds up a long red stick and a short red one.	B-1, TAKE A LONG STICK AND A SHORT ONE.	B-1, TAKE A LONG STICK AND A SHORT ONE.	B-1 takes them in red.
3. Holds up a green bird and a yellow one.	A-2, MAKE A GREEN BIRD AND A YELLOW ONE.	A-2, MAKE A GREEN BIRD AND A YELLOW ONE.	A-2 does it.
4. Holds up a big red tree and a little red one.	B-2, MAKE A BIG TREE AND A LITTLE ONE.	B-2, MAKE A BIG TREE AND A LITTLE ONE.	B-2 makes them in red.
5. Points to A-1.	SAY: SHOW ME A DOG.	SHOW ME A DOG.	
6. Points to A-2; holds up both dogs.	SAY: A BIG OR LITTLE ONE?	A BIG OR LITTLE ONE?	
7. Points to A-1; indicates the big one.	SAY: A BIG ONE.	A BIG ONE.	A-2 shows A-1 the big dog.
8. Points to B-1.	SAY: SHOW ME A TREE.	SHOW ME A TREE.	
9. Points to B-2; holds up both trees.	SAY: A BIG OR LITTLE ONE?	A BIG OR LITTLE ONE?	
10. Points to B-1; indicates the the little one.	SAY:	A LITTLE ONE	B-2 shows B-1 the little tree.

TEACHER		CLASS	#109
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11. Points to A-2.	SAY: SHOW ME A BIRD.	SHOW ME A BIRD.	
12. Points to A-1; holds up both birds.	SAY: A GREEN OR YELLOW ONE?	A GREEN OR YELLOW ONE?	
13. Points to A-2; indicates the yellow one.	SAY:	A YELLOW ONE.	A-1 shows A-2 the yellow bird.
14. Points to B-2.	SAY: SHOW ME A STICK.	SHOW ME A STICK.	
15. Points to B-1; holds up both sticks.	SAY: A LONG OR SHORT ONE?	A LONG OR SHORT ONE?	
16. Points to B-2; indicates the long one.	SAY:	A LONG ONE	B-1 shows B-2 the long stick.
17. Points to A-1.	SAY: SHOW ME A STICK.	SHOW ME A STICK.	
18. Points to A-2; holds up both sticks.	SAY:	A LONG OR SHORT ONE?	
19. Points to A-1; indicates the short one.	SAY:	A SHORT ONE	A-2 shows A-1 the short stick.
20. Points to B-1.	SAY: SHOW ME A BIRD.	SHOW ME A BIRD.	
21. Points to B-2; holds up both birds.	SAY:	A GREEN OR YELLOW ONE?	
22. Points to B-1; indicates the green one.	SAY:	A GREEN ONE	B-2 shows B-1 the green bird.
23. Points to A-2.	SAY: SHOW ME A TREE.	SHOW ME A TREE.	
24. Points to A-1.	SAY:	A BIG OR LITTLE ONE?	
25. Points to A-2; indicates the little one.	SAY:	A LITTLE ONE	A-2 shows A-1 the little tree.
26. Points to B-2.	SAY: SHOW ME A DOG.	SHOW ME A DOG.	
27. Points to B-1.	SAY:	A BIG OR LITTLE ONE?	
28. Points to B-2; indicates the big one.	SAY:	A BIG ONE	B-1 shows B-2 the big dog.

#109

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation.

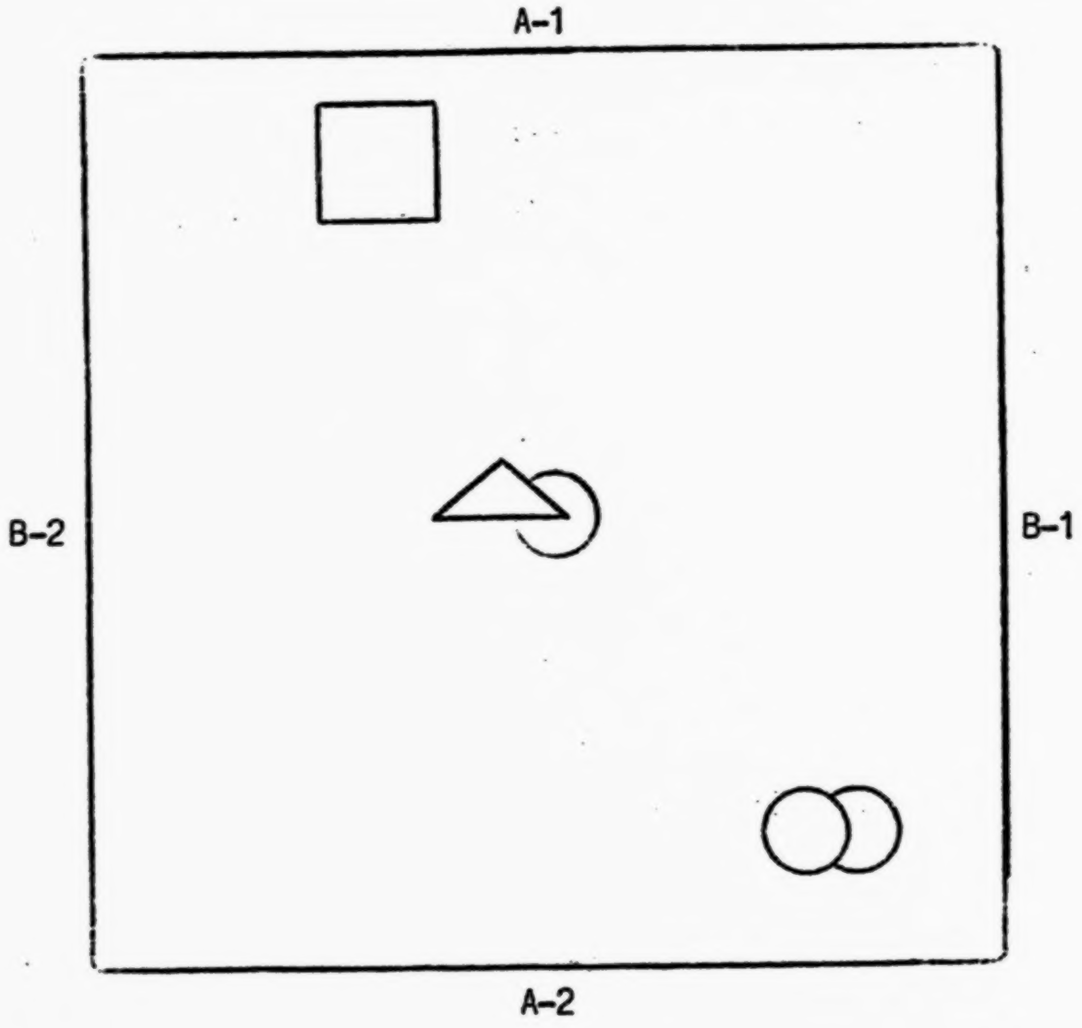
2) The following picture cards, mixed and face down on the table:

a big red dog
a little red dog
a big red tree
a little red tree
a green bird
a yellow bird
a long red stick
a short red stick

3) Counters.

Aim: To get counters.

Starting Position:



Description of Play:

A-1: Takes a card (a little dog).
He says: SHOW ME A DOG.
A-2 looks at the table. There is a big dog and a little one on it.
He says: A BIG OR LITTLE ONE?
A-1 says: A LITTLE ONE.
A-2 shows him the little shapee dog.
The card and object match.
A-1 returns the card to the pack and takes a counter for the team.

*B-1: Takes a card (a green bird).
He says: SHOW ME A BIRD.
B-2 looks at the table. There is a green bird and a yellow one on it.
He says: A BIG OR LITTLE ONE?
B-1 says: A BIG ONE.
B-2 shows B-1 the yellow bird.
The card and object do not match.
B-1 returns the card to the pack.

A-2: Takes a card (a long stick).
He says: SHOW ME A STICK.
A-1 looks at the table. There is a long stick and a short one on it.
He says: A LONG OR SHORT ONE.
A-2 says: A LONG ONE.
A-1 shows him the long shapee stick.
The card and the object match.
A-2 returns the card to the pack and takes a counter for the team.

B-2: Takes a card (a green bird).
He says: SHOW ME A BIRD.
B-1 looks at the table. There is a green bird and a yellow one on it.
He says: A GREEN OR YELLOW ONE?
B-2 says: A GREEN ONE.
B-1 shows him the green shapee bird.
The card and object match.
B-2 returns the card to the pack and takes a counter for the team.

*A mistake has been included in this description.

UNIT #110 (TEST UNIT)

Pattern: DO YOU NEED SOMETHING RED?
BLUE
GREEN
YELLOW YES, I DO.
NO, I DO NOT DO YOU NEED A DOG?
TREE
STICK
BIRD YES, I DO.
NO, I DO NOT

(A BIG OR LITTLE ONE?
LONG SHORT A BIG ONE.)
LITTLE
LONG
SHORT

Teaching Point:

This is the eleventh Test Unit. It reviews patterns taught in the nine previous Units. It also tests the pupils' ability to carry on a series of questions and answers.

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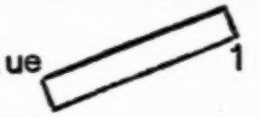
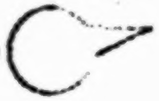
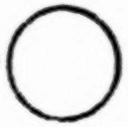
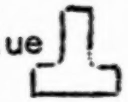
#110 (Test Unit)

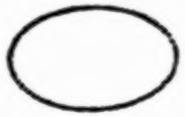
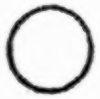
Teacher needs: A set of color cards.

PRESENTATION

Each group needs: 1) The shapee objects made in the previous Unit

2) The following shapee pieces:

2 yellow/1 green/1 blue  1 blue  1 blue  1 blue 

1 blue/1 yellow  1 yellow 

3) The following picture cards:

a big red dog
a little red dog
a green stick
a yellow dog
a big red tree
a little red tree
a blue bird
a blue tree
a long red stick
a short red stick
a green bird
a yellow bird

4) A shield for each player to hide his card.
(See diagram for the Communication Activity.)

TEACHER		CLASS
DOES THIS	SAYS THIS	DOES THIS
1. Points to A-1.	TAKE A BIG RED DOG, A SHORT RED STICK, AND A GREEN BIRD.	He does it.
2. Points to A-1; then holds up a card of a big red dog, of a short red stick, and a green bird.	TAKE CARDS FOR YOUR THINGS. PUT THE CARS IN FRONT OF YOURSELF.	He puts the cards face up in front of himself.
3. Points to B-1.	TAKE A LITTLE RED DOG, A LONG RED STICK, AND A YELLOW BIRD.	He does it.
4. Points to B-1.	TAKE CARDS FOR YOUR THINGS. PUT THE CARDS IN FRONT OF YOURSELF.	He does it.
5. Points to A-2.	TAKE A LITTLE RED TREE. MAKE A BIG YELLOW DOG AND A BIG BLUE TREE.	He does it.
6. Points to A-2.	TAKE CARDS FOR YOUR THINGS. PUT THE CARDS IN FRONT OF YOURSELF.	He does it.
7. Points to B-2.	TAKE A BIG RED TREE. MAKE A BIG BLUE BIRD AND A LONG GREEN STICK.	He does it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
8.	Points to B-2.	TAKE CARDS FOR YOUR THINGS. PUT THE CARDS IN FRONT OF YOURSELF.		He does it.
9.		PUT YOUR THINGS IN THE MIDDLE OF THE TABLE. KEEP YOUR CARDS.		They do it.
10.	Points to A-1 holds up a red card.	SAY: DO YOU NEED SOMETHING RED?	DO YOU NEED SOMETHING RED?	
11.	Points to A-2's red object.	SAY:	YES, I DO.	
12.	Points to A-1; holds up various red objects.	SAY: DO YOU NEED A STICK?	(A-1 says) DO YOU NEED A STICK? (A-2 says) NO, I DON'T. (A-1 says) DO YOU NEED A TREE? (A-2 says) YES, I DO.	
13.				
13.	Points to A-1; holds **up the big and little** stick.	SAY: A BIG OR LITTLE ONE?	(A-1 says) A BIG OF LITTLE ONE? (A-2 says) A LITTLE ONE.	A-1 gives A-2 the little tree; A-2 shows the object and matching card; then returns the object to the table.
14.	Points to B-1; holds up a blue card.	SAY:	(B-1 says) DO YOU NEED SOMETHING BLUE? (B-2 says) YES, I DO.	
15.	Points to B-1; holds up the tree; then later, the bird.	SAY:	(B-1 says) DO YOU NEED A BLUE TREE? (B-2 says) NO, I DON'T. (B-1 says) DO YOU NEED A BLUE BIRD? (B-2 says) YES, I DO.	B-1 gives B-2 the blue bird, as above.
16.	Repeat Steps 10 to 13 with A-2.			
17.	Repeat Steps 11 to 15 with B-2 (holding up a yellow card).			

Note: This Presentation is similar to the Activity which follows. Its aim is to familiarize the pupils with a series of questions and answers.

#110 (Test Unit)

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in this Presentation and in the previous Presentation.

2) The following picture cards, given to the players during the Presentation, three to each player.

From the previous Unit

a big red dog
a little red dog
a big red tree
a little red tree

a green bird
a yellow bird
a long red stick
a short red stick

Additional

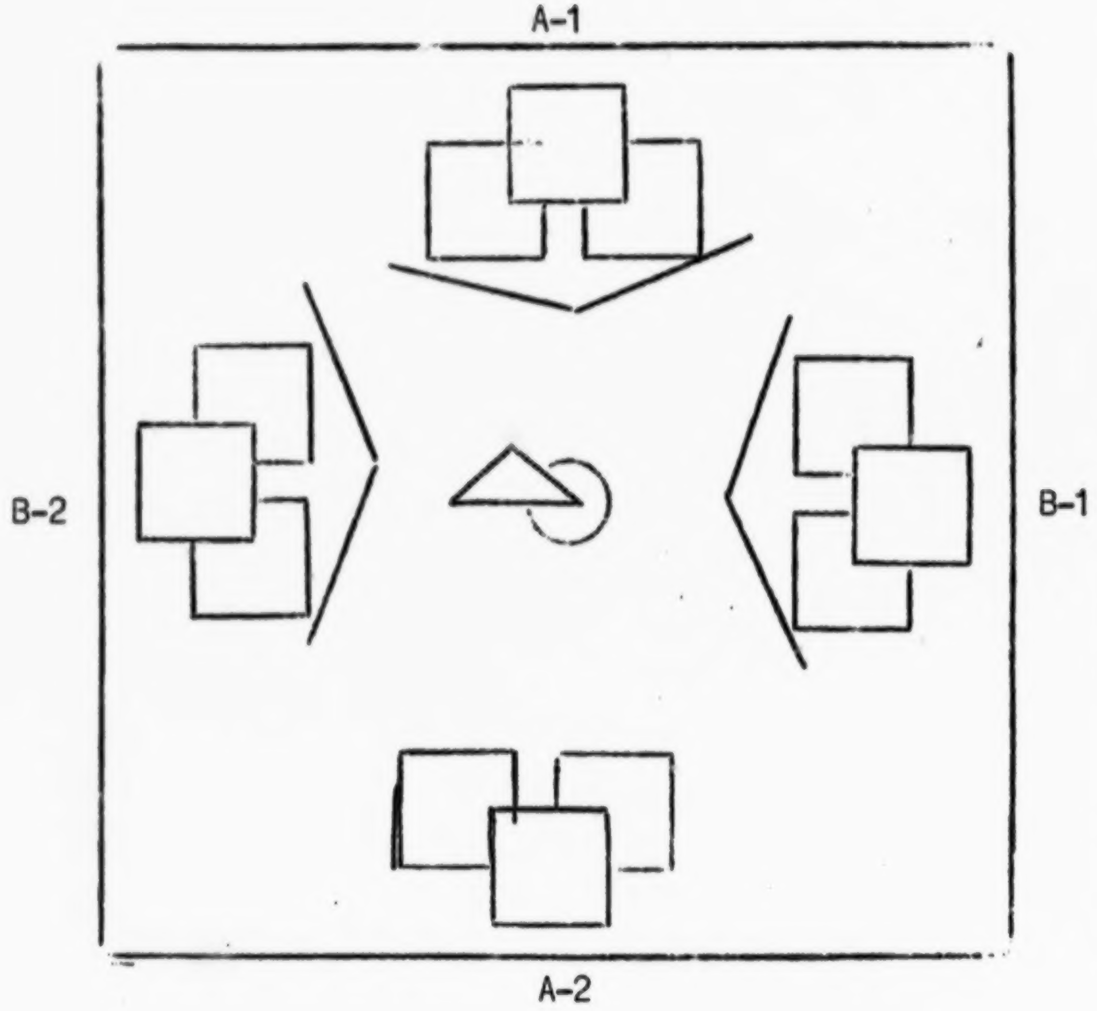
a yellow dog
a green stick
a blue bird
a blue tree

3) A set of color cards

4) Four shields.

Aim: For a team to get four objects to match its cards.

Starting Position: Each pupil turn his cards face up after the shields are put up (so his partner does not see his cards).



Description of Play: #110 (Test Unit)

A-1: Takes a color card (blue).
He says: DO YOU NEED SOMETHING BLUE?
A-2 looks at his picture cards. He has one of a blue tree, so he says: YES, I DO.
A-1 looks at the objects on the table, as says: DO YOU NEED A BIRD?
A-2 says: NO, I DON'T.
A-1 says: DO YOU NEED A TREE?
A-2 says: YES, I DO.
A-1 gives A-2 the blue shapee tree, and A-2 shows the object and his matching card.
A-2 puts the object on the matching card, and puts them aside. A-1 returns the card to the pack.

B-1: Takes a color card (red).
He says: DO YOU NEED SOMETHING RED?
B-2 looks at his picture cards. He has one of a big red tree, so he says: YES, I DO.
B-1 looks at the objects on the table, and says: DO YOU NEED A TREE?
B-2 says: YES, I DO.
B-1 says: A BIG OR LITTLE ONE?
B-2 says: A BIG ONE.
B-1 gives B-2 the big red shapee tree, and B-2 shows the object and his matching card.
B-2 puts the object on the matching card, and puts them aside. B-1 returns the card to the pack.

*A-2: Takes a color card (red).
He says: DO YOU NEED SOMEHTING RED?
A-1 looks at his picture cards. He has one of a big red dog, and one of a short red stick, so he says: YES, I DO.
A-2 looks at the objects on the table, and says: DO YOU NEED A STICK?
A-1 says: YES, I DO.
A-2 gives him the long red shapee stick.
A-1 does not have a card to match the object.
He returns the object to the table. A-2 returns the card to the pack.

B-2: Takes a color card (blue).
He says: DO YOU NEED SOMETHING BLUE?
B-1 says: NO, I DON'T.
B-2 returns the card to the pack, and takes another (yellow).
He says: DO YOU NEED SOMETHING YELLOW?
B-1 looks at his picture cards. He has one of a yellow bird, so he says: YES, I DO.
B-2 says: DO YOU NEED A BIRD?
B-1 says: YES, I DO.
B-2 gives him the yellow bird, and B-1 shows the object and his matching card.
B-1 puts the object on the matching card, and puts them aside with B-2's matching card and object.**
B-2 returns the card to the pack.

*A mistake has been included in this description.
**When a team has four matching cards and objects, the play is over.

UNIT #111

Pattern:	WHAT						(WHERE?)	ONE	SPACE(S)	TO THE RIGHT.
		SHALL	I	MOVE (?)	MY	SQUARE (.) (?)		TWO		TO THE LEFT
	WHERE				YOUR			THREE		FORWARD
					B-1's			FOUR		BACK
					B-2's					

Teaching Points:

1. "What" and "where" are contrasted with each other. Two possible sequences of the pattern follow:

A-1:	WHAT SHALL I MOVE?	A-1:	WHERE SHALL I MOVE MY SQUARE?
A-2:	MY SQUARE.	A-2:	ONE SPACE TO THE RIGHT.
A-1:	WHERE?		
A-2:	THREE SPACES FORWARD.		

2. "Square," a word known by the pupils, is used by them for the first time.

3. "Shall" is introduced, used with "I."

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#111

PRESENTATION

Teacher needs: 1) A set of color cards and two blank cards.

2) The following shapee objects (with pins through them, see UNIT #99)

a red ball	a red square	a green ball
a blue ball	a blue square	a yellow ball
	a green square	a yellow square

3) The Direction Board from the Picture Book.

Each group needs: 1) A Direction Board

2) The following shapee pieces:

8 red/8 blue/8 green/8 yellow ○

4 red/4 blue/4 green/4 yellow □

Note: For placing of objects in Steps #1 - #6, see the diagram of the Direction Board on the Communication Activity page.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a red square.	A SQUARE	A SQUARE	
2.		A-1, TAKE A YELLOW SQUARE. B-1, TAKE A GREEN SQUARE. A-2, TAKE A BLUE SQUARE. B-2, TAKE A RED SQUARE.	A-1, TAKE A YELLOW SQUARE. B-1, TAKE A GREEN SQUARE. A-2, TAKE A BLUE SQUARE. B-2, TAKE A RED SQUARE.	He takes it.* He takes it.* He takes it.* He takes it.*
3.	Hangs the Direction Board on the blackboard; pins a yellow square and a yellow ball on it (see diagram for the correct positions). Then, points to A-1.	TAKE A SQUARE AND A BALL. PUT THE BALL HERE, AND THE SQUARE THERE.		A-1 takes a yellow ball and another yellow square, and puts them on the board as indicated.
4.	Pins a green square and ball on the board; points to B-1.	TAKE A SQUARE AND A BALL. PUT THE BALL HERE, AND THE SQUARE THERE.		B-1 does it, using green objects.
5.	Pins a blue square and ball on the board; points to A-2.	TAKE A SQUARE AND A BALL. PUT THE BALL HERE, AND THE SQUARE THERE.		A-2 does it, using blue objects.
6.	Pins a red square and ball on the board; points to B-2.	TAKE A SQUARE AND A BALL. PUT THE BALL HERE, AND THE SQUARE THERE.		B-2 does it, using red objects.
7.	Points to A-1; holds up a	SAY: WHERE SHALL I MOVE MY SQUARE?	WHERE SHALL I MOVE MY SQUARE?	

*They all keep the objects.

#111

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
8.	Points to A-2; holds up a #4; moves the yellow square 4 spaces forward.	SAY: FOUR SPACES FORWARD.	FOUR SPACES FORWARD.	A-1 moves his square four spaces forward.
9.	Points to B-1; holds up a red card.	SAY: WHERE SHALL I MOVE YOUR SQUARE?	WHERE SHALL I MOVE YOUR SQUARE?	
10.	Points to B-2; holds up a #2; moves the red square 2 spaces to the right.	SAY: TWO SPACES TO THE RIGHT.	TWO SPACES TO THE RIGHT.	B-1 moves B-2's square two spaces to the right.
11.	Points to A-2; holds up a green square.	SAY: WHERE SHALL I MOVE B-1's SQUARE?	WHERE SHALL I MOVE B-1's SQUARE?	
12.	Points to A-1; holds up a #1; moves the green square one space forward.	SAY:	ONE SPACE FORWARD.	A-2 moves B-1's square one space forward.
13.	Points to B-2; holds up a blue card.	SAY: WHERE SHALL I MOVE A-2's SQUARE?	WHERE SHALL I MOVE A-2's SQUARE?	
14.	Points to B-1; holds up a #3; moves the blue square 3 spaces forward.		(B-1 says) THREE SPACES FORWARD.	
15.	Points to A-1; holds up a blank card.	SAY: WHAT SHALL I MOVE?	WHAT SHALL I MOVE?	
16.	Points to A-2; holds up the blue square.	SAY: YOUR SQUARE.	YOUR SQUARE.	
17.	Points to A-1.	SAY: WHERE?	WHERE?	
18.	Points to A-2; holds up a #2; moves the blue square 2 spaces to the right.		(A-2 says) TWO SPACES TO THE RIGHT.	A-1 moves his square two spaces to the right.
19.	Follows Steps #15-#18 with B-1, A-2, and B-2, moving different squares on the board.			

#111

COMMUNICATION ACTIVITY

Materials needed: 1) A Direction Board

2) The shapee objects taken and distributed in the Presentation, as follows:

   a) Four shapee squares in different colors, one for each member of the group, to be kept in front of himself as a color indicator.

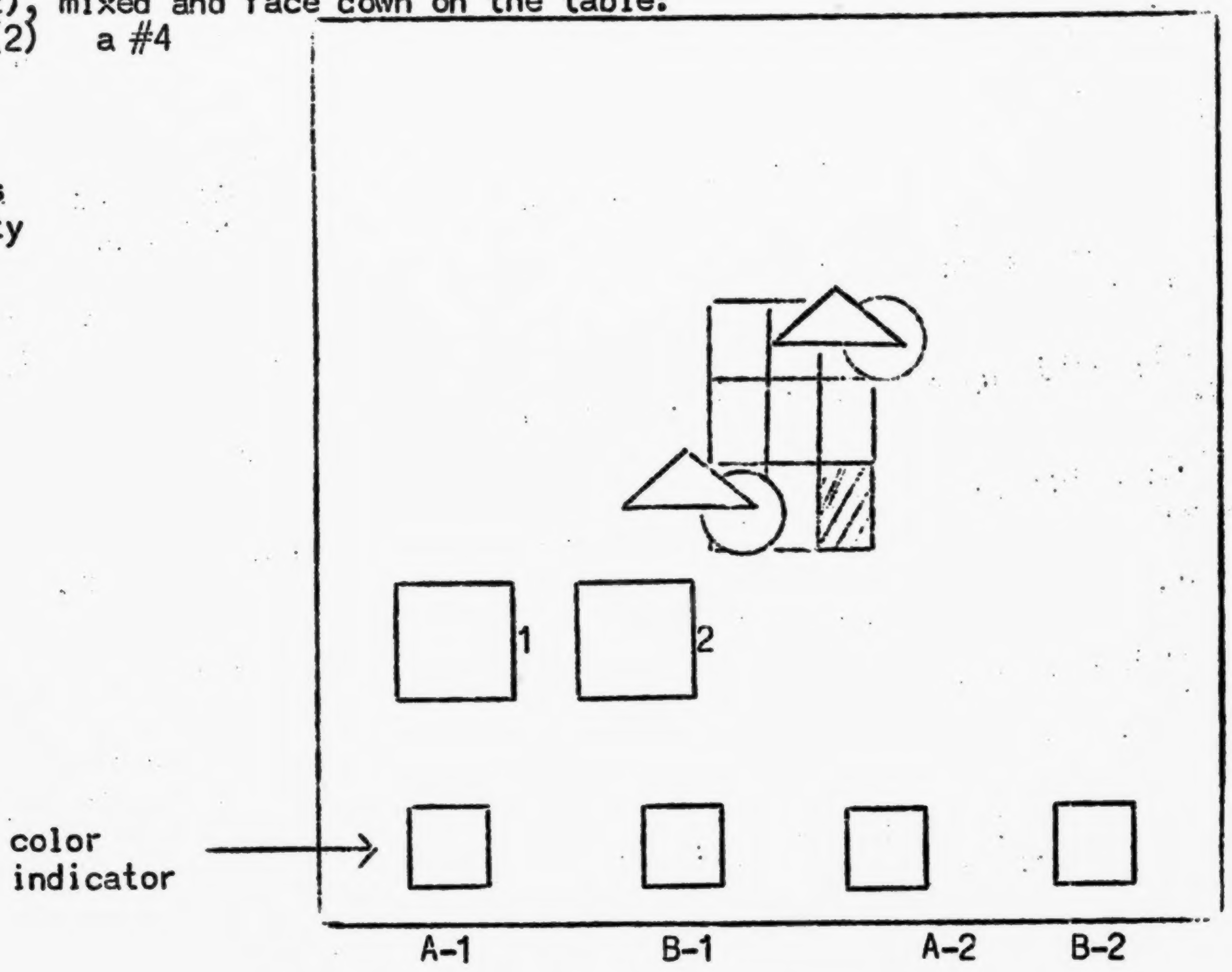
   b) Four shapee squares in different colors, and four shapee balls in different colors placed on the Direction Board, as shown.

3) The following cards (Set #1), mixed and face down on the table:
red (2) blue (2) green (2) yellow (2) blank (3)

4) The following cards (Set #2), mixed and face down on the table:
a #1 a #2 (3) a #3 (2) a #4

Aim: For the square of either member of a team to reach its circle of the matching color. The activity is over when any square reaches a circle of the matching color. The activity may then be re-played, if time allows.

Starting Position:



Description of Play:

A-1: Takes a Set #1 card (red).
B-2's square is red.
A-1 says: WHERE SHALL I MOVE B-2's SQUARE?
A-2 takes a Set #2 card (a #3), and says: THREE SPACES FORWARD. (This is the only possible move.)
A-1 moves the red square three spaces forward.
The Set #1 card matches the object, and the Set #2 card matches the spaces moved.

B-1: Takes a Set #1 card (blank).
He shows it, puts it back under the pack, and says: WHAT SHALL I MOVE?
B-2 takes a Set #1 card (red).
His own square is red.
He says: MY SQUARE.
B-1 says: WHERE?
B-2 takes a Set #2 card (a #2), and says: TWO SPACES TO THE RIGHT (a good move for himself).
B-1 moves the red square two spaces to the right.
The Set #1 card matches the object, and the Set #2 card matches the spaces moved.

A-2: Takes a Set #1 card (red).
B-2's square is red.
A-2 says: WHERE SHALL I MOVE B-2's SQUARE?
A-1 takes a Set #2 card (a #3), and says: THREE SPACES BACK (a bad move for B-2).
A-2 moves the red square three spaces back.
The Set #1 card matches the object, and the Set #2 card matches the spaces moved.

***B-2:** Takes a Set #1 card (blank).
He shows it, puts it back under the pack, and says: WHAT SHALL I MOVE?
B-1 takes a Set #1 card (blue).
His own square is blue.
He says: YOUR SQUARE.
B-2 moves his own square one space forward.
The Set #1 card does not match the object, and no Set #2 cards have been used.

*Two mistakes have been included in this description:
1) B-1 says YOUR instead of MY.
2) B-2 does not follow all the steps of the pattern.

UNIT #112

Pattern:

THIS	THING	IS	ON	THE	RED	CARD.	
(THE BLUE	BOAT)	WAS			BLUE		
	GREEN	COAT			GREEN		
		YELLOW STICK*			YELLOW		
					THE	BLUE	BOAT.
						GREEN	COAT
						YELLOW	STICK

Teaching Points:

1. "Was" is introduced in contrast to "is."

2. When practising sentences like THE BLUE BOAT IS ON THE RED CARD, and THE BLUE BOAT WAS ON THE RED CARD, do not stress the words IS and WAS. Speak these sentences as you would in ordinary conversation. At first, the pupils may not notice the IS/WAS contrast, but practice and demonstration (i.e., holding a red card with a boat on it, then removing the boat, to illustrate IS and WAS) will show up this contrast.

* The pattern is introduced in the Presentation using the names of actual objects (i.e., THE BLUE BOAT IS ON THE RED CARD). At the end of the Presentation, and in the Activity, "THIS THING" is used instead of the name of the object so as to test the pupils on their understanding of the difference between IS and WAS.

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#112

PRESENTATION

Teacher needs: 1) A set of color cards

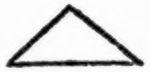
2) The following shapee objects:

a blue coat	a yellow coat	a green coat
a blue stick	a yellow stick	a green stick
a green boat	a yellow boat	

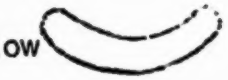
Each group needs: 1) A set of color cards, face up on the table as in the Activity diagram

2) The following shapee pieces:

1 yellow/1 blue/1 green

1 green/1 yellow 

1 yellow/1 blue/1 green

1 green/1 yellow 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	TAKE A BLUE COAT AND A YELLOW STICK. PUT THEM ON THE BLUE CARD.		He does it.
2. Points to B-1.	TAKE A YELLOW COAT AND A GREEN STICK. PUT THEM ON THE GREEN CARD.		He does it.
3. Points to A-2.	MAKE A GREEN BOAT AND TAKE A BLUE STICK. PUT THEM ON THE YELLOW CARD.		He does it.
4. Points to B-2.	MAKE A YELLOW BOAT AND TAKE A GREEN COAT. PUT THEM ON THE RED CARD.		He does it.
5. Holds up the blue card with the coat and stick on it.	THE BLUE COAT IS ON THE BLUE CARD. THE YELLOW STICK IS ON THE BLUE CARD.	THE BLUE COAT IS ON THE BLUE CARD. THE YELLOW STICK IS ON THE BLUE CARD.	
6. Takes off the blue coat.	THE BLUE COAT WAS ON THE BLUE CARD. THE YELLOW STICK IS ON THE BLUE CARD.	THE BLUE COAT WAS ON THE BLUE CARD. THE YELLOW STICK IS ON THE BLUE CARD.	
7. Holds up the red card; points to the yellow boat on it.	SAY:	THE YELLOW BOAT IS ON THE RED CARD.	
8. Takes off the yellow boat.	THE YELLOW BOAT WAS ON THE RED CARD.	THE YELLOW BOAT WAS ON THE RED CARD.	
9. Points to the blue coat on the card.	SAY:	THE BLUE COAT IS ON THE RED CARD.	

	TEACHER		CLASS #112	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Takes off the blue coat.	THE BLUE COAT WAS ON THE RED CARD.	THE BLUE COAT WAS ON THE RED CARD.	
11.	Holds up the yellow card; points to the green boat on it.	SAY:	THE GREEN BOAT IS ON THE YELLOW CARD.	
12.	**Takes off the green boat.**	SAY: THE GREEN BOAT WAS ON THE YELLOW CARD.	THE GREEN BOAT WAS ON THE YELLOW CARD.	
13.	Points to the blue stick on the card.	SAY:	THE BLUE STICK IS ON THE YELLOW CARD.	
14.	Takes off the blue stick.	SAY:	THE BLUE STICK WAS ON THE YELLOW CARD.	
15.	Takes the yellow coat off the green card; puts it beside the card.			Each group imitates the teacher.
16.	Points to A-1.	SAY: THIS THING IS ON THE GREEN CARD.	THIS THING IS ON THE GREEN CARD.	
17.	Points to A-2, and to the object on the card.	SAY: THE GREEN STICK	THE GREEN STICK	A-2 points to the object on the card.
18.	Points to B-1.	SAY: THIS THING IS ON THE GREEN CAR.	THIS THING IS ON THE GREEN CARD.	
19.	Points to B-2.	SAY:	THE YELLOW COAT	
20.	Takes the blue coat off the blue card.			
21.	Points to B-2, and to the yellow stick.	SAY: THIS THING IS ON THE BLUE CARD.	(B-2 says) THIS THING IS ON THE BLUE CARD. (B-1 says) THE YELLOW STICK.	
22.	Points to A-2, and to the blue coat.	SAY:	(A-2 says) THIS THING WAS ON THE BLUE CARD. (A-1 says) THE BLUE COAT.	

#112

PRESENTATION

Materials needed: 1) A set of color cards, placed face up in the middle of the table

2) The shapee objects from the Presentation. Any two shapee objects are placed on each card.

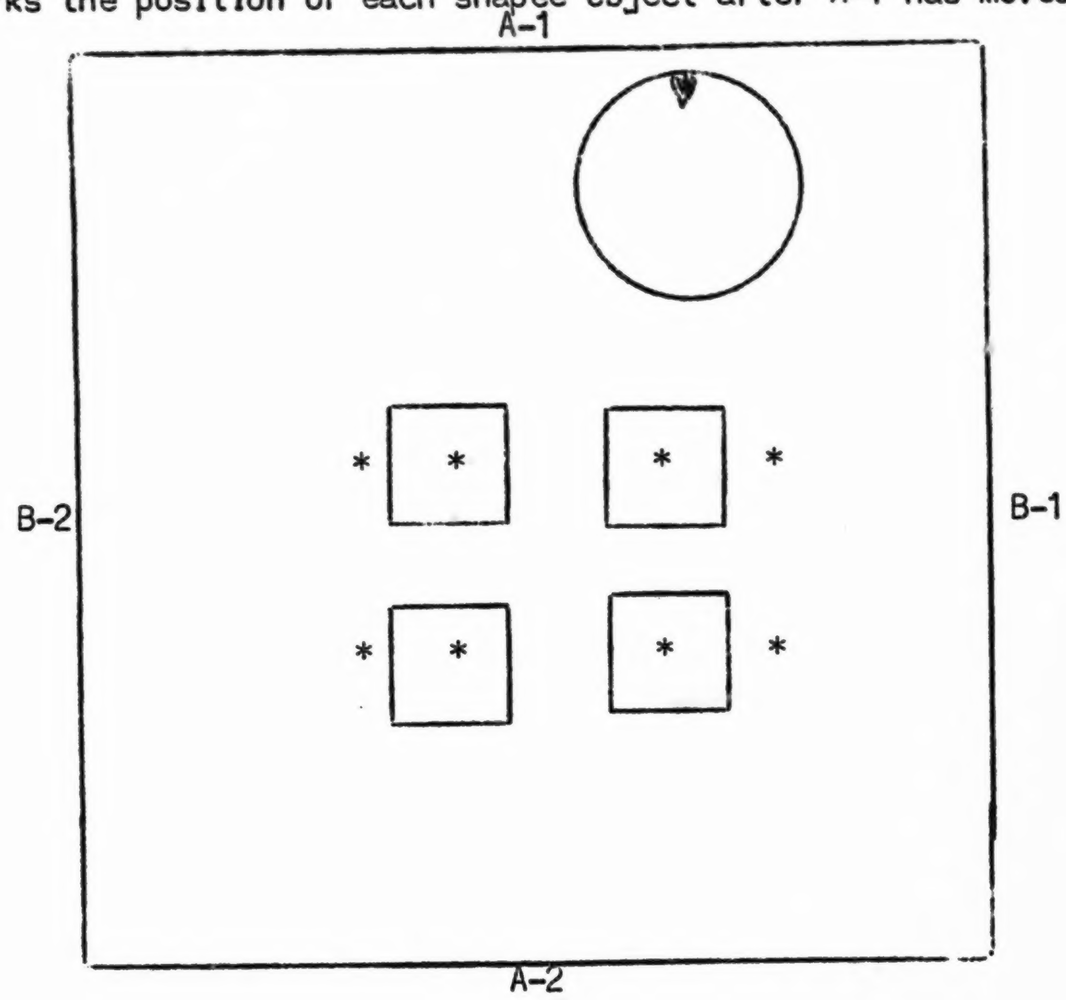
3) Spinner cover #9

4) Counters.

Aim: To get counters.

Starting Position: All the pupils look at the color cards, and note the objects on each card. Then A-1 takes one object from each card, and sets it beside the card from which he took it.

On the diagram an asterisk (*) marks the position of each shapee object after A-1 has moved them.



Description of Play:

A-1: Spins the spinner (a yellow coat).
The matching object is on the green card.
He says: THIS THING IS ON THE GREEN CARD.
A-2 says: THE YELLOW COAT, and points to the object.
A-1 shows the spinner. It matches the object.
A-1 takes a counter for the team.

B-1: Spins the spinner (a green stick).
The matching object is beside the green card. (It was moved from the green card.)
He says: THIS THING WAS ON THE GREEN CARD.
B-2 says: THE GREEN STICK, and points to the object.
B-1 shows the spinner. It matches the object.
B-1 takes a counter for the team.

*A-2: Spins the spinner (a yellow boat).
The matching object is beside the red card.
He says: THIS THING WAS ON THE RED CARD.
A-1 says: THE GREEN COAT, and points to the object on the red card.
A-2 shows the spinner. It does not match the object.

B-2: Spins the spinner (a blue coat).
The matching object is beside the blue card.
He says: THIS THING WAS ON THE BLUE CARD.
B-1 says: THE BLUE COAT, and points to the object.
B-2 shows the spinner. It matches the object.
B-2 takes a counter for the team.

*A mistake has been included in this description.

UNIT #113

Pattern:	WAS	THERE	A	RED	BALL(S)	IN	THE	BAG?
			TWO	BLUE	HOUSE(S)			
			THREE	GREEN	CAR(S)			
					TREE(S)			

YES,	THERE	WAS.	
		WERE	
NO,	THERE	WAS	NOT.
		WERE	

Teaching Point:

"Were" is introduced in contrast to "was."

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#113

PRESENTATION

Teacher needs: The following shapee objects:

2 red houses
4 red balls
2 red trees
a green stick
3 red cars

a blue ball
2 blue trees
2 red sticks
a blue car

Each group needs: 1) The following shapee pieces:

1 blue/2 red △ 5 red/3 blue ⬭ 1 blue/2 red □

4 red/2 blue/1 green ▭ 5 blue/16 red ○

2) A bag

3) A shield, placed as shown in the Activity diagram.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	MAKE TWO RED HOUSES AND A BLUE ONE. MAKE A BLUE TREE. PUT THEM ALL IN THE BAG.		He does it.
2. Points to B-1.	TAKE FOUR RED BALLS AND A BLUE ONE. MAKE A BLUE TREE. PUT THEM ALL IN THE BAG.		He does it.
3. Points to A-1; acts out emptying a bag.	EMPTY THE BAG.		He empties the bag on the table between himself and B-1.
4. Points to A-2; holds up two red houses.	SAY: WERE THERE TWO RED HOUSES IN THE BAG?	WERE THERE TWO RED HOUSES IN THE BAG?	
5. Points to A-1.	SAY: YES, THERE WERE.	YES, THERE WERE.	A-1 shows the objects.
6. Points to B-2; holds up 4 red balls.	SAY: WERE THERE FOUR RED BALLS IN THE BAG?	WERE THERE FOUR RED BALLS IN THE BAG?	
7. Points to B-1.	SAY: YES, THERE WERE.	YES, THERE WERE.	B-1 shows the objects.
8. Points to A-2; holds up a blue car.	SAY: WAS THERE A BLUE CAR IN THE BAG?	WAS THERE A BLUE CAR IN THE BAG?	

	TEACHER		CLASS	#113
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9.	Points to A-1.	SAY: NO, THERE WASN'T.	NO, THERE WASN'T	
10.	Points to B-2; holds up 2 red sticks.	SAY: WERE THERE TWO RED STICKS IN THE BAG?	WERE THERE TWO RED STICKS IN THE BAG?	
11.	Points to B-1.	SAY: NO, THERE WEREN'T.	NO, THERE WEREN'T.	
12.	Points to A-2.	MAKE THREE RED CARS AND A BLUE ONE. MAKE A RED TREE. PUT THEM ALL IN THE BAG.		A-2 uses the bag used earlier by A-1 and B-1.
13.	Points to B-2.	TAKE TWO RED STICKS AND A GREEN ONE. MAKE A RED TREE. PUT THEM ALL IN THE BAG.		He does it.
14.	Points to A-1 and B-1.	PUT YOUR THINGS ASIDE.		They put aside the objects they made earlier (not on the table).
15.	Points to A-2; acts out emptying a bag.	EMPTY THE BAG.		He empties the bag on the table between himself and B-2.
16.	Points to A-1; holds up 2 red houses.	SAY: WERE THERE TWO RED HOUSES IN THE BAG?	WERE THERE TWO RED HOUSES IN THE BAG? (A-2 says) NO, THERE WEREN'T.	
17.	Points to B-1; holds up 4 red balls.	SAY: WERE THERE FOUR RED BALLS IN THE BAG?	WERE THERE FOUR RED BALLS IN THE BAG? (B-2 says) NO, THERE WEREN'T.	
18.	Points to A-1; holds up a blue car.	SAY: WAS THERE A BLUE CAR IN THE BAG?	WAS THERE A BLUE CAR IN THE BAG? (A-2 says) YES, THERE WAS.	A-2 shows the object.
19.	Points to B-1; holds up 2 red sticks.	SAY: WERE THERE TWO RED STICKS IN THE BAG? (B-2 says) YES, THERE WERE.	WERE THERE TWO RED STICKS IN THE BAG? (B-2 says) YES, THERE WERE.	B-2 shows the object.

#113

COMMUNICATION ACTIVITY

Materials needed:

1) The shapee objects made in the Presentation

2) The following picture cards, mixed and face down on the table:

   a blue house
   2 red houses
   a blue ball
   4 red balls
   2 blue trees
   2 red trees
   2 red sticks
   a green stick
   a blue car
   3 red cars

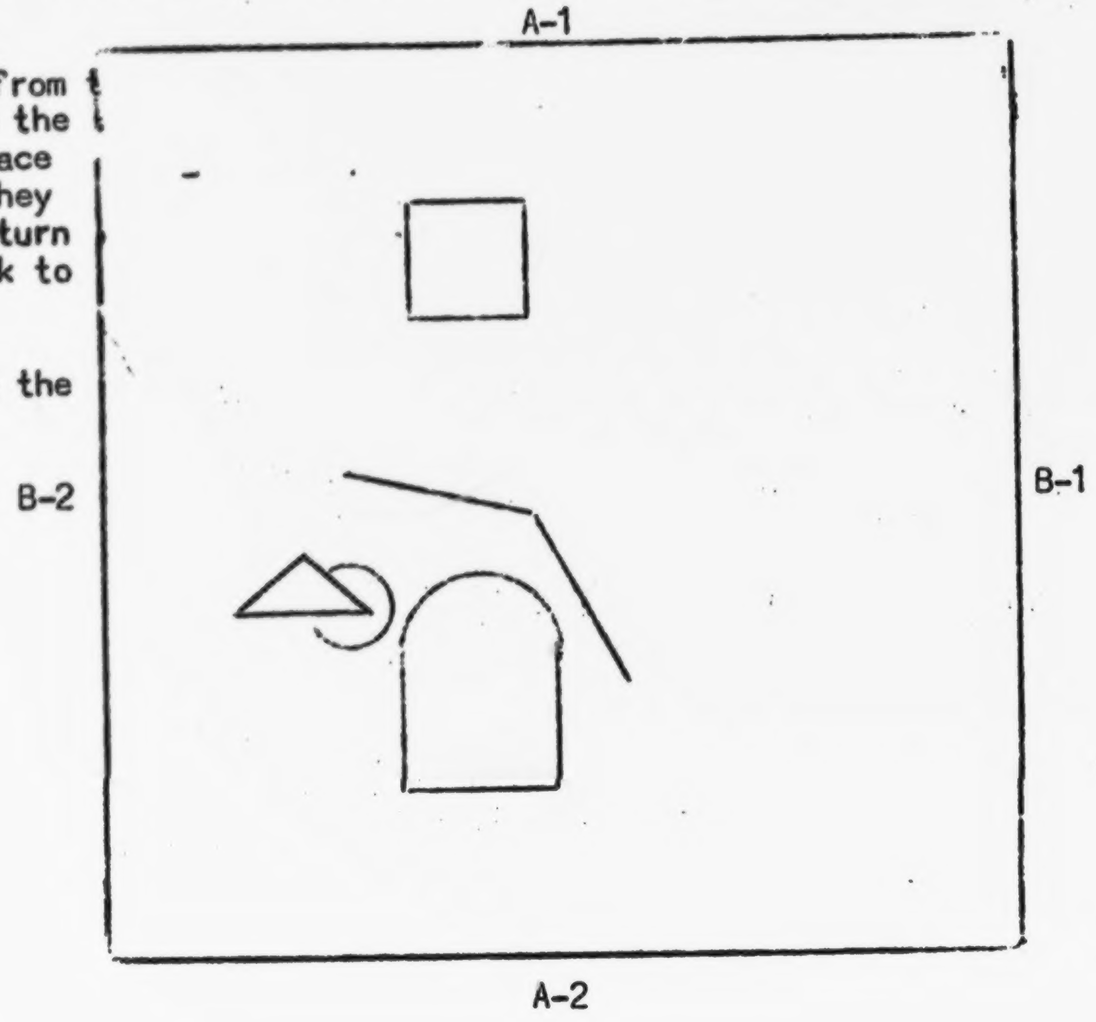
3) A bag

4) A shield.

Aim: To get 2 picture cards. When a player has gotten 2 picture cards, the play is over. The team-mates change places, and the activity is re-played.

Starting Position: A-2 and B-2 take a total of five cards from the pack. Then, they take objects from the table to match these five cards, and place the objects all together in the bag. They discard the remaining objects. They return the cards to the pack, and give the pack to A-1 and B-1.

When the play begins, A-2 and B-2 empty the bag on the table.



#113

Description of Play:

A-1: Takes a card (a blue house).
He says: WAS THERE A BLUE HOUSE IN THE BAG?
A-2 looks at the table. There is a blue shapee house on it (emptied from the bag).
He says: YES, THERE WAS.
A-1 keeps the card.

*B-1: Takes a card (2 red trees).
He says: WERE THERE TWO RED TREES IN THE BAG?
B-2 looks at the table. There are no red trees on it.
He says: YES, THERE WERE.
B-1 keeps the card.

A-1: Takes a card (a blue car).
He says: WAS THERE A BLUE CAR IN THE BAG?
A-2 looks at the table. There are no blue cars on it.
He says: NO, THERE WASN'T.
A-1 puts the card aside (he does not return it to the pack), and takes another (a blue ball).
He says: WAS THERE A BLUE BALL IN THE BAG?
A-2 looks at the table. There is a blue shapee ball on it.
He says: YES, THERE WAS.
A-1 keeps the card.

B-1: Takes a card (2 blue trees).
He says: WERE THERE TWO BLUE TREES IN THE BAG?
B-2 looks at the table. There are two blue trees on it.
He says: YES, THERE WERE.
B-1 keeps the card.

The shield is removed.
A-1 shows the two cards he has kept. Both match objects on the table.
B-1 shows the two cards he has kept. One matches objects on the table, the other does not.
The activity is re-played (see directions from the Starting Position), with A-2 and B-2 speaking.

*A mistake has been included in this description.

UNIT #114

Pattern: WHAT WAS ON NUMBER ONE?

TWO

THREE THE RED SQUARE.

BLUE STICK

YELLOW WHERE DID YOU MOVE IT? A SPACE TO THE RIGHT.

TO THE LEFT

FORWARD

BACK

Teaching Point:

Save the objects from this Unit for use in the following Unit.

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#114

Teacher needs:
1) The Direction Board from the Picture Book
2) The following shapee objects:

a red square	a red stick
a blue square	a blue stick
a yellow square	a yellow stick

PRESENTATION

Each group needs:
1) The following shapee pieces:

4 red/4 blue/4 yellow □ 4 red/4 blue/4 yellow ▭

2) Four Direction Boards, one in front of each pupil
3) A shield, placed as shown in the Activity diagram.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up the Direction Board; points to space #1 on it; points to A-1 and B-1.	TAKE A RED SQUARE AND PUT IT ON #1.*		They do it.
2.	Points to space #2, then to A-1 and B-1.	TAKE A BLUE SQUARE AND PUT IT ON #2.		They do it.
3.	Points to space #3, then to A-1 and B-1.	TAKE A YELLOW SQUARE AND PUT IT ON #3.		They do it.
4.	Points to A-2 and B-2.	PUT A RED, A BLUE, AND A YELLOW SQUARE ON THE TABLE.		They each take the objects; put them on the table between each other.
5.	Points to A-1 and B-1.	MOVE THE RED SQUARE A SPACE TO THE RIGHT.		They do it, leaving the corner of the square in its original space, as a reminder.
6.	Points to A-2 and B-2.	SAY: WHAT WAS ON #1?		
7.	Points to A-1 and B-1.	SAY: THE RED SQUARE.		A-2 and B-2 each take a red square.
8.	Points to A-2 and B-2.	SAY: WHERE DID YOU MOVE IT?	WHERE DID YOU MOVE IT?	
9.	Points to A-1 and B-1.	SAY: A SPACE TO THE RIGHT.	A SPACE TO THE RIGHT.	A-2 and B-2 each puts his red square on the space to the right of #1.

*The "#" is spoken as "NUMBER" (i.e., NUMBER ONE).

#114

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Points to A-1 and B-1.	MOVE THE BLUE SQUARE A SPACE BACK.		They do it.
11.	Points to A-2 and B-2.	SAY: WHAT WAS ON #2?	WHAT WAS ON #2?	
12.	Points to A-1 and B-1.	SAY:	**THE BLUE** SQUARE	A-2 and B-2 each take a blue square.
13.	Points to A-2 and B-2.	SAY: WHERE DID YOU MOVE IT? (A-1 and B-1 say) A SPACE BACK.	WHERE DID YOU MOVE IT? (A-1 and B-1 say) A SPACE BACK.	A-2 and B-2 each puts his blue square on the space back of #2.
14.	Points to A-1 and B-1.	MOVE THE YELLOW SQUARE A SPACE TO THE LEFT.		They do it.
15.	Points to A-2 and B-2.	SAY: WHAT WAS ON #3?	WHAT WAS ON #3? (A-1 and B-1 say) THE YELLOW SQUARE.	A-2 and B-2 each take a yellow square.
16.	Points to A-2 and B-2.	SAY: WHERE DID YOU MOVE IT? (A-1 and B-1 say) A SPACE TO THE LEFT.	**WHERE DID YOU MOVE IT?** (A-1 and B-1 say) A SPACE TO THE LEFT.	A-2 and B-2 each puts his blue square on the space to the left of #3.
17.	Acts out removing the shield, indicating that team-mates should place their Direction Boards side by side to compare the placement of their objects.			Team-mates place their boards side by side **and compare** them.
18.	Puts up the shield, as before.			They put up their shield.
19.	Points to A-2 and B-2.	TAKE A BLUE STICK AND PUT IT ON #1. TAKE A RED STICK AND PUT IT ON #2. TAKE A YELLOW STICK AND PUT IT ON #3.		They do it.
20.	Points to A-1 and B-1.	PUT A RED, A BLUE AND A YELLOW STICK ON THE TABLE.		They do it.
21.	Repeats Steps #4 to #17 with A-2 and B-2, using the sticks instead of the squares.			

#114

COMMUNICATION ACTIVITY

Materials needed: 1) Half of the shapee objects taken in the Presentation (i.e., two of each object), divided into identical sets: Set #1 and Set #2.

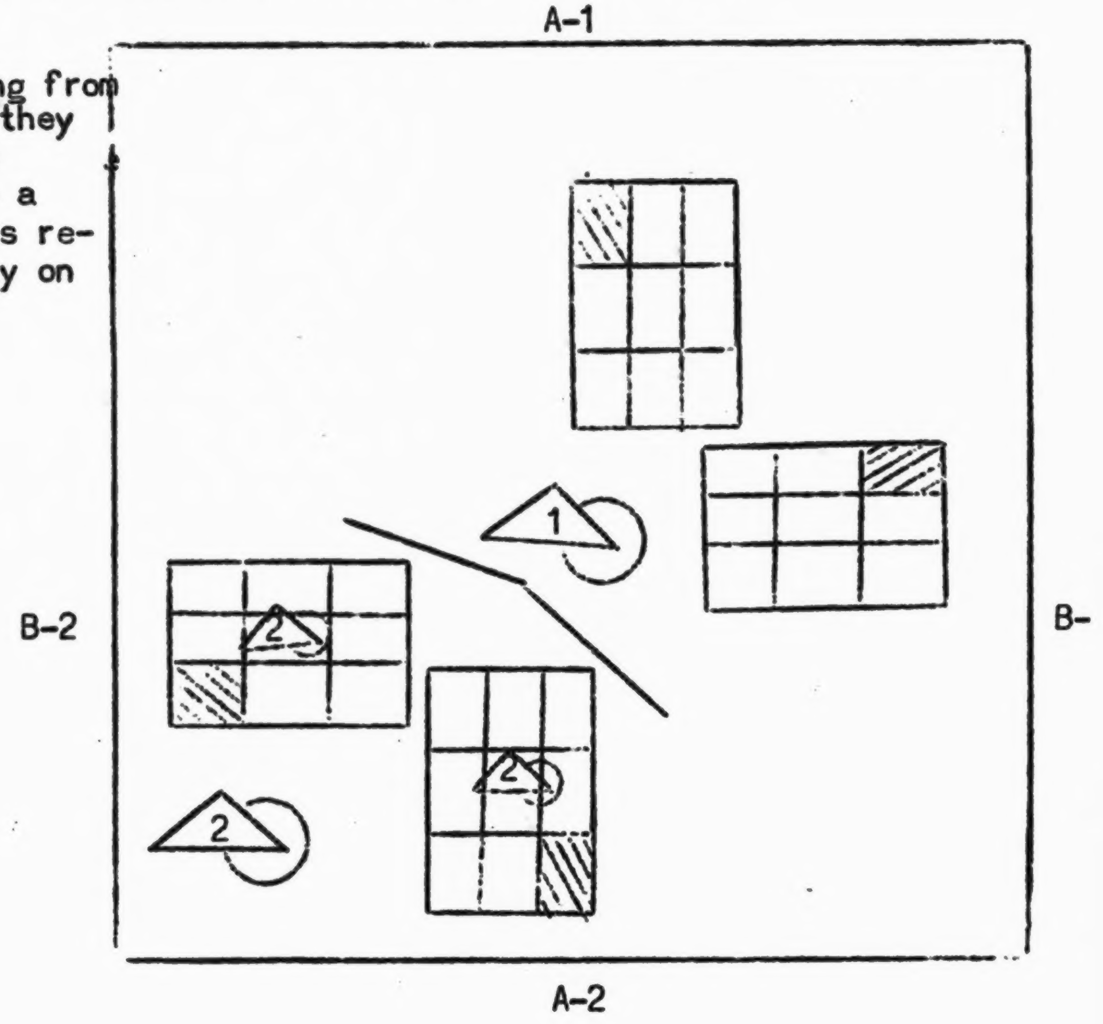
2) Four Direction Boards

3) A shield.

Aim: For a pupil to get the same objects in the same position on his Direction Board as his team-mate in three moves.

Starting Position: A-2 takes three Set #2 objects and places them in spaces #1, #2 and #3 of his Direction Board. B-2 does the same. Then, A-2 moves each object one space (in any direction). B-2 does the same.

Note: If pupils have difficulty remembering from which space they have moved their objects, they may follow this example: A-2 moves his red square (on #1), a space forward. He leaves a corner of the square sticking into #1. This reminds him that his red square was originally on #1.



Description of Play:

A-1: Says: WHAT WAS ON #1?
A-2 looks at his Direction Board. The Set #2 red square was on #1; it is now on the space to the right of #1.
He says: THE RED SQUARE.
A-1 takes the Set #1 red square, and says: WHERE DID YOU MOVE IT?
A-2 says: A SPACE TO THE RIGHT.
A-1 puts his red square on the space to the right of #1 on his Direction Board.

*B-1: Says: WHAT WAS ON #1?
B-2 looks at his Direction Board. The Set #2 yellow stick was on #1; it is now on the space to the left of #1.
He says: THE YELLOW STICK.
B-1 takes the Set #1 yellow stick and puts it on #1.

A-1: Says: WHAT WAS ON #2?
A-2 looks at his Direction Board. The Set #2 blue stick was on #2; it is now one space forward.
He says: THE BLUE STICK.
A-1 takes the Set #1 blue stick and says: WHERE DID YOU MOVE IT?
A-2 says: A SPACE FORWARD.
A-1 puts his blue stick on the space forward of #2.

B-1: Says: WHAT WAS ON #2?
B-2 looks at his Direction Board. The Set #2 yellow square was on #2; it is now one space back.
He says: THE YELLOW SQUARE.
B-1 takes the Set #1 yellow square and says: WHERE DID YOU MOVE IT?
B-2 says: A SPACE BACK.
B-1 puts his yellow square on the space back of #2.

A-1 and B-1 each have one more turn. After this, the team-mates put their Direction Boards side by side. If two team-mates have the same objects in the same positions on each one's board, they are the winners. The activity is now re-played, with A-2 and B-2 each having three turns.

*A mistake has been included in this description.

UNIT #115

Pattern: WHERE WAS THE RED SQUARE?

BLUE STICK

YELLOW ON NUMBER ONE.

TWO

THREE WHERE IS IT NOW? A SPACE TO THE RIGHT.

TO THE LEFT

FORWARD

BACK.

Teaching Points:

1. The Presentation introduces "now" to emphasize the contrast between present and past.
2. The Communication Activity is very much like the previous one, with a small change (the Set #1 objects are hidden, and A-1 starts the activity by taking an object from a bag).

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#115

PRESENTATION

Teacher needs: The following shapee objects:

a red square
a blue square
a yellow square
a red stick
a blue stick
a yellow stick

Each group needs:

1) All the shapee pieces from the previous Unit
2) Four Direction Boards, one in front of each pupil
3) A shield, placed as shown in the Activity diagram.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1 and B-1.	TAKE A RED SQUARE AND PUT IT ON #1. TAKE A BLUE SQUARE AND PUT IT ON #2. TAKE A YELLOW SQUARE AND PUT IT ON #3.		They do it.
2. Points to A-2 and B-2.	TAKE A RED, A BLUE, AND A YELLOW SQUARE. KEEP THEM.		Each keeps the pieces he has taken.
3. Points to A-1 and B-1.	MOVE THE RED SQUARE A SPACE TO THE RIGHT. MOVE THE BLUE SQUARE A SPACE BACK. MOVE THE YELLOW SQUARE A SPACE FORWARD.		They do it, leaving a corner of each square in its original space, as a reminder.
4. Points to A-1 and B-1; holds up the red square.	SAY: WHERE WAS THE RED SQUARE?	WHERE WAS THE RED SQUARE?	
5. Points to A-2 and B-2.	SAY: ON #1	ON #1.	
6. Points to A-1 and B-1.	SAY: WHERE IS IT NOW?	WHERE IS IT NOW?	
7. Points to A-2 and B-2.	SAY: A SPACE TO THE RIGHT.	A SPACE TO THE RIGHT.	A-1 and B-1 each puts his red square on the space to the right of #1.
8. Points to A-1 and B-1; holds up the blue square.	SAY: WHERE WAS THE BLUE SQUARE?	WHERE WAS THE BLUE SQUARE? (A-2 and B-2 say) ON #2.	

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9.	Points to A-1 and B-1.	SAY: WHERE IS IT NOW?	WHERE IS IT NOW? (A-2 and B-2 say) A SPACE BACK.	A-1 and B-1 each puts his blue square on the space back of #2.
10.	Points to A-1; B-1 holds up the yellow square.	SAY: WHERE WAS THE YELLOW SQUARE?	WHERE WAS THE YELLOW SQUARE? (A-2 and B-2 say) ON #3.	
11.	Points to A-1 and B-1.	SAY: WHERE IS IT NOW?	WHERE IS IT NOW? (A-2 and B-2 say) A SPACE FORWARD.	A-1 and B-1 each puts his yellow square on the space forward of #3.
12.	Acts out removing the shield, indicating that team-mates should place their Direction Boards side by side to compare the placement of their objects.			Team-mates place their boards side by side and compare them.
13.	Puts up the shield, as before.			They put up their shield.
14.	Points to A-2 and B-2.	TAKE A BLUE STICK AND PUT IT ON #1. TAKE A YELLOW STICK AND PUT IT ON #2. TAKE A RED STICK AND PUT IT ON #3.		They do it.
15.	Points to A-1 and B-1.	TAKE A RED, A BLUE, AND A YELLOW STICK. KEEP THEM.		Each keeps the pieces he has taken.
16.	Points to A-2 and B-2.	MOVE THE BLUE STICK A SPACE TO THE LEFT. MOVE THE YELLOW STICK A SPACE BACK. MOVE THE RED STICK A SPACE FORWARD.		They do it.
17.	Repeats Steps #4 to #12 with A-2 and B-2, using the sticks instead of the squares.			

#115

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects from the previous Unit, divided into identical sets:

Set #2: A-2 and B-2 each takes three Set #2 objects, and shows these to his team-mate. Then A-2 and B-2 each places his objects on spaces #1, #2, and #3 of his Direction Board.

Set #1: A-1 takes three Set #1 objects the same as the Set #2 objects shown to him by A-2. He puts these matching objects in bag #1. B-1 takes three Set #1 objects the same as the Set #2 objects shown to him by B-2. He puts these matching objects in bag #2.

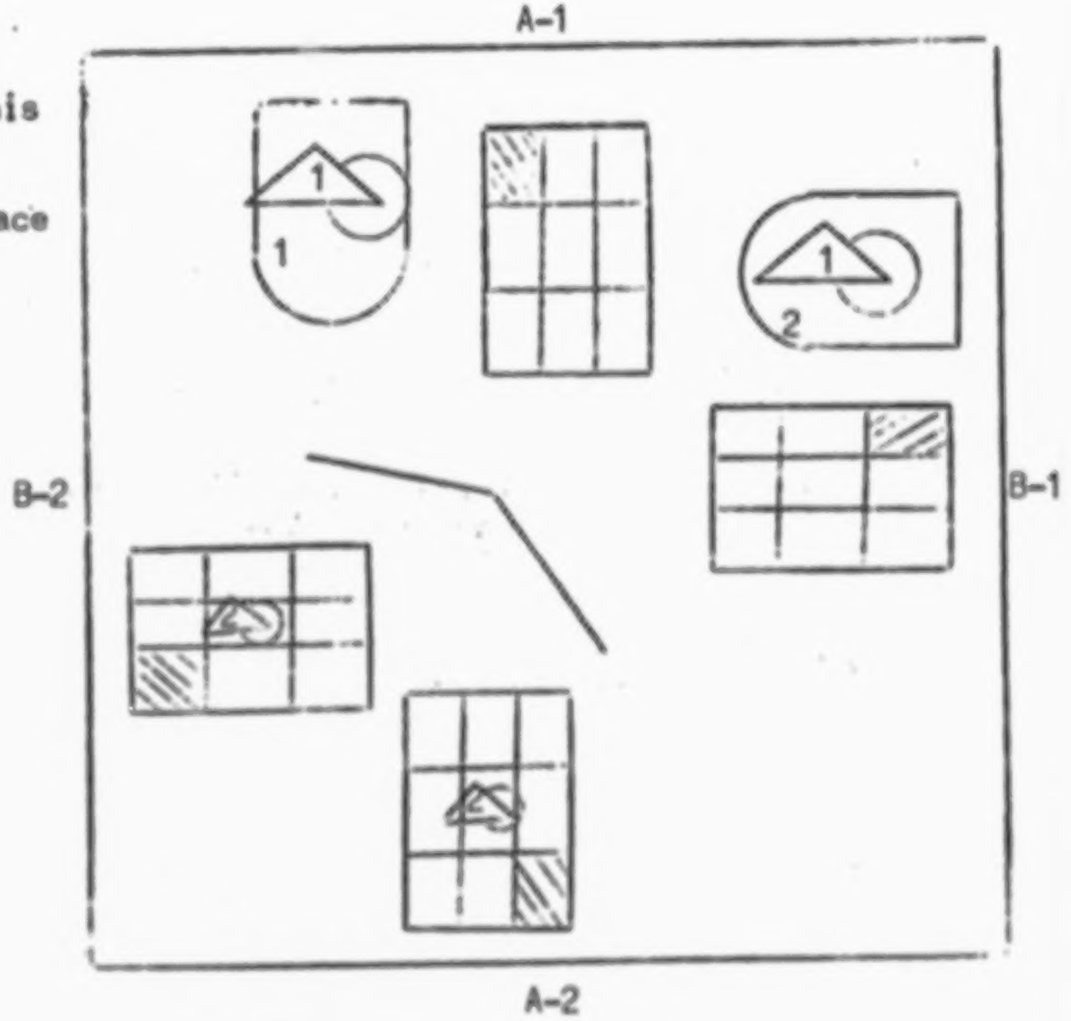
2) Two bags: bag #1 and bag #2

3) Four Direction Boards

4) A shield.

Aim: For a pupil to place his objects in the same position on his Direction Board as his team-mate, in three moves.

Starting Position: A-2 moves each of his Set #2 objects one space (in any direction). B-2 does the same.



Description of Play:

A-1: Takes a Set #1 object from bag #1 (a red square).
He says: WHERE WAS THE RED SQUARE?
A-2 looks at his Direction Board. The Set #2 red square was on #1; it is now on the space to the right of #1.
He says: ON #1.
A-1 says: WHERE IS IT NOW?
A-2 says: A SPACE TO THE RIGHT.
A-1 puts the Set #1 red square on the space to the right of #1 on his Direction Board.

*B-1: Takes a Set #1 object from bag #2 (a yellow stick).
He says: WHERE WAS THE YELLOW STICK?
B-2 looks at his Direction Board. The Set #2 yellow stick was on #3; it is now on the space to the left of #3.
He says: A SPACE TO THE LEFT.
B-1 does not know where to put his yellow stick, so he returns it to the bag.

A-1: Takes a Set #1 object from bag #1 (a blue stick).
He says: WHERE WAS THE BLUE STICK?
A-2 looks at his Direction Board. The Set #2 blue stick was on #2; it is now one space forward.
He says: ON #2.
A-1 says: WHERE IS IT NOW?
A-2 says: A SPACE FORWARD.
A-1 puts the Set #1 blue stick on the space forward of #2.

B-1: Takes a Set #1 object from bag #2 (a yellow square).
He says: WHERE WAS THE YELLOW SQUARE?
B-2 looks at his Direction Boards. The Set #2 yellow square was on #2; it is now one space back.
He says: ON #2.
B-1 says: WHERE IS IT NOW?
B-2 says: A SPACE BACK.
B-1 puts the Set #1 yellow square on the space back of #2.

A-1 and B-1 each have one more turn. After this, the team-mates put their Direction Boards side by side. If a pupil has his objects in the same positions on his board as his team-mate, his team is the winner. The Activity is now re-played with A-2 and B-2 each having three turns.

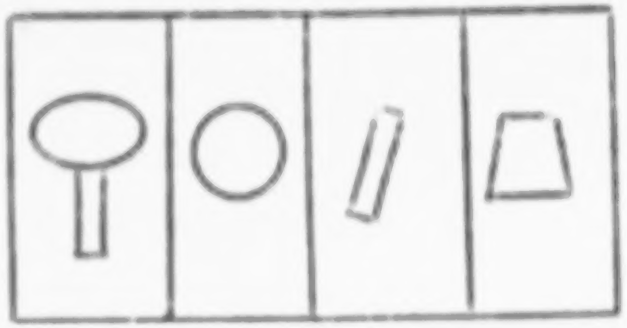
*A mistake has been included in this description.

UNIT #116

Pattern:	THE	RED	FLAG	WILL	TOUCH	THE	YELLOW	TREE.
		BLUE	TREE	CAN			GREEN	FLAG
		GREEN		CANNOT			BLUE	
		YELLOW					RED	

Teaching Points:

1. This Unit teaches the auxiliaries "will," "can," and "cannot," in contrast with each other. It also presents the new verb "touchy."
2. Save the objects from this Unit for use in Unit #117.
3. Units #116 and #117 use a new type of activity (to teach the contrast between "can" and "cannot.") The Direction Board, divided into four spaces, is used in the activity. The diagram on the right will show you which objects on a Direction Board "can" or "cannot" touch.



Objects next to each other can touch (the tree can touch the ball, etc.). Objects separated from each other by one or two spaces, cannot touch (the tree cannot touch the stick or the coat. The stick cannot touch the tree, but the stick can touch the ball or the coat).

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#116

PRESENTATION

Teacher needs: The following shapee objects:

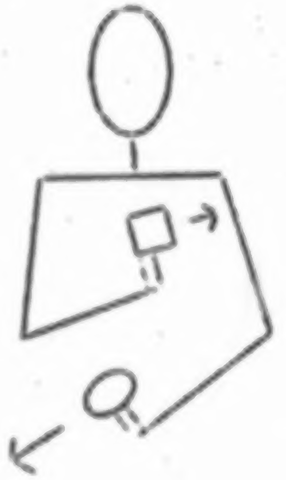
a red tree	a red flag
a blue tree	a blue flag
a green tree	a green flag
a yellow tree	a yellow flag

Each group needs: The following shapee pieces:

2 red/2 blue/2 green/2 yellow ⬭ 2 red/2 blue/2 green/2 yellow ▭

2 red/2 blue/2 green/2 yellow ▭ 2 red/2 blue/2 green/2 yellow □

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1.	MAKE TWO GREEN TREES AND TWO GREEN FLAGS.		He does it.
2. Points to B-1.	MAKE TWO YELLOW TREES AND TWO YELLOW FLAGS.		He does it.
3. Points to A-2.	MAKE TWO BLUE TREES AND TWO BLUE FLAGS.		He does it.
4. Points to B-2.	MAKE TWO RED TREES AND TWO RED FLAGS.		He does it.
5. Touches one hand with the other.	TOUCH.	TOUCH.	
6. Touches a red flag with a blue tree.	TOUCH.	TOUCH.	
7. Holds up a red flag and a blue tree far apart; moves them toward each other, but never bringing them near enough to each other so they can touch.*	THE RED FLAG CANNOT TOUCH THE BLUE TREE.	THE RED FLAG CANNOT TOUCH THE BLUE TREE.	
8. Repeats Step #7.	THE RED FLAG CANNOT TOUCH THE BLUE TREE.	THE RED FLAG CANNOT TOUCH THE BLUE TREE.	
9. Holds up a green tree and a yellow flag; moves them as in Step #7.	THE GREEN TREE CANNOT TOUCH THE YELLOW FLAG.	THE GREEN TREE CANNOT TOUCH THE YELLOW FLAG.	
10. Repeats Step #9.	SAY:	THE GREEN TREE CANNOT TOUCH THE YELLOW FLAG.	



*See diagram.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11. Holds up a blue tree and a yellow tree near each other so there is the possibility that they can touch, but does not permit them to.	THE BLUE TREE CAN TOUCH THE YELLOW TREE.	THE BLUE TREE CAN TOUCH THE YELLOW TREE.	
12. Repeats Step #11.	THE BLUE TREE CAN TOUCH THE YELLOW TREE.	THE BLUE TREE CAN TOUCH THE YELLOW TREE.	
13. Holds up a blue flag and a yellow tree near each other so they can touch, but does not permit them to.	SAY:	THE BLUE TREE CAN TOUCH THE YELLOW TREE.	
14. Holds up a green flag and a green tree; moves them toward each other on a direct course so they will touch. As he is moving the objects toward each other, he says:	THE GREEN FLAG WILL TOUCH THE GREEN TREE. (At the end of this statement, the objects touch each other.)	THE GREEN FLAG WILL TOUCH THE GREEN TREE.	
15. Repeats Step #14.	THE GREEN FLAG WILL TOUCH THE GREEN TREE.	THE GREEN FLAG WILL TOUCH THE GREEN TREE.	
16. Holds up a red tree and a yellow flag; moves them toward each other.	THE RED TREE WILL TOUCH THE YELLOW FLAG.	THE RED TREE WILL TOUCH THE YELLOW FLAG.	
17. Repeats Step #16.	SAY:	THE RED TREE WILL TOUCH THE YELLOW FLAG.	
18. Points to A-1 and A-2.	TAKE A RED TREE AND A BLUE TREE.		They do it.
19. Points to B-1 and B-2.	TAKE A GREEN TREE AND A YELLOW TREE.		They do it.
20. Points to A-1 and A-2.	TAKE A GREEN FLAG AND A YELLOW TREE.		They do it.
21. Points to B-1 and B-2.	TAKE A RED FLAG AND A BLUE FLAG.		They do it.

#116

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made and distributed in the Presentation, as follows:

Set #1: One of each taken by A-1 and A-2:

2 red trees   2 blue trees   2 green flags   2 yellow flags

Set #2: One of each taken by B-1 and B-2:

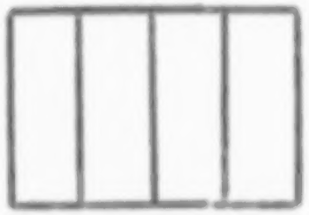
2 green trees   2 yellow trees   2 red flags   2 blue flags

2) A shield

3) Four Direction Boards. (Use the blank side.)

Aim: To match the order of the shapee objects on the team-mate's Direction Board.

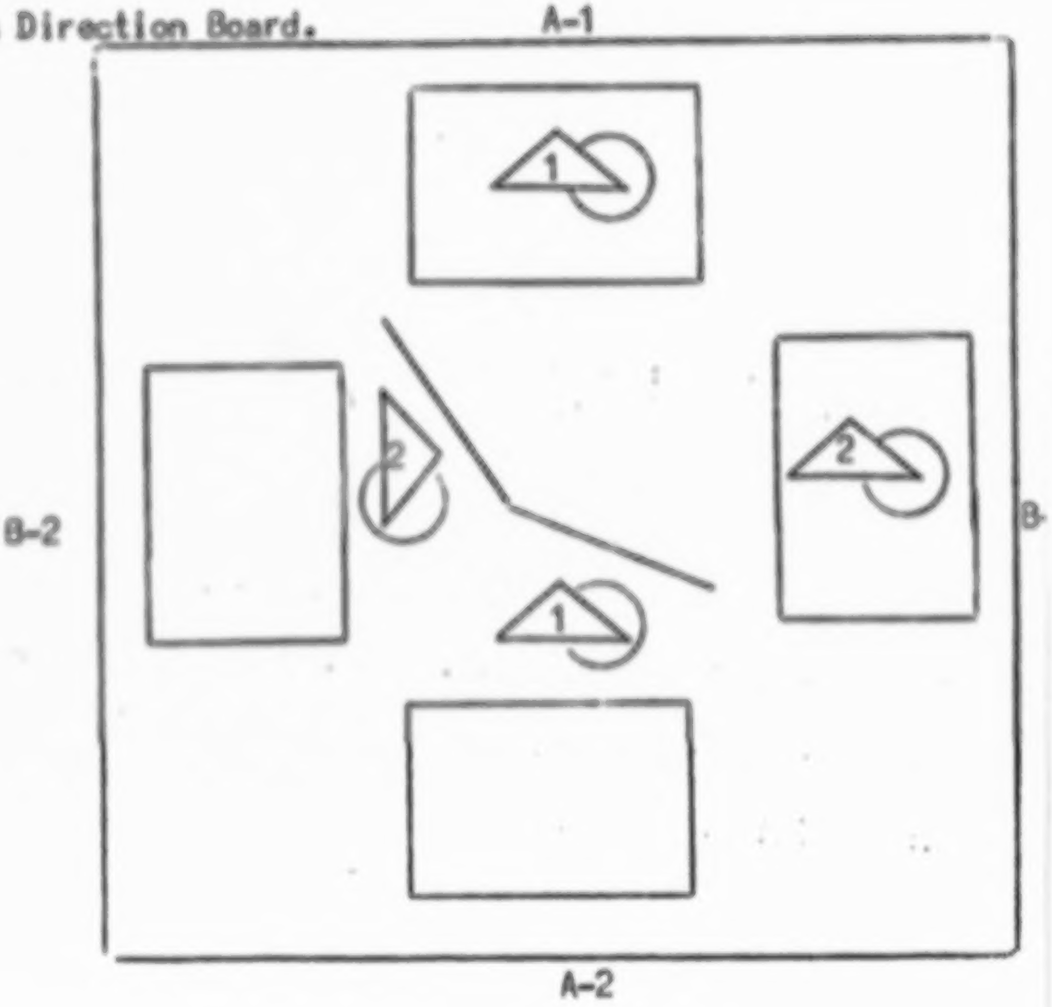
Starting Position:



1. Teacher holds up a Direction Board (the blank side). He draws lines, dividing the Board into 4 spaces. Each pupil does the same.

2. A-1 places 1 red tree, 1 green flag, 1 blue tree, 1 yellow flag in the spaces (in any order) on his board. Two of the objects must touch each other.

3. B-1 places 1 green tree, 1 yellow tree, 1 red flag, and 1 blue flag in the spaces (in any order) on his board. Two of the objects must touch each other.



Description of Play:

A-1: Looks at the shapee objects on his Direction Board; the green flag and the blue tree are next to each other but are not touching.
He says: THE GREEN FLAG CAN TOUCH THE BLUE TREE.
A-2 puts his green flag and the blue tree next to each other on the Direction Board.

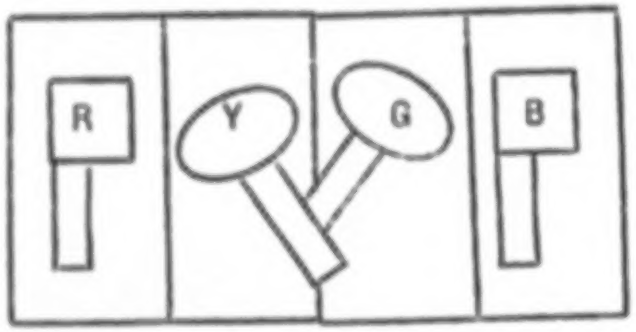
B-1: Looks at his board; the green tree is one space away from the red flag.
He says: THE GREEN TREE CANNOT TOUCH THE RED FLAG.
B-2 puts his green tree on the board one space away from the red flag.

A-1: Looks at his board; the red tree is next to the green flag, but not touching it.
He says: THE RED TREE CAN TOUCH THE GREEN FLAG.
A-2 puts the red tree next to the green flag.

*B-1: Looks at his board; the yellow tree and the green tree are next to each other, touching each other.
He says: THE YELLOW TREE CAN TOUCH THE GREEN TREE.
B-2 places the yellow tree next to the green tree (but not touching it).
(It is possible that if this play had been correct he might have put the yellow tree to the right of the green tree and so he would have to wait another turn in order to get it in the right order between the green tree and the red flag.)

A-1 and B-1 keep taking turns until one of them has his 4 shapee objects in position.
The shield is then removed and a check is made. The players reverse positions for the second round.

*A mistake has been included in this Step. B-1 should say: THE YELLOW TREE WILL TOUCH THE GREEN TREE. B-2 should then follow this direction, and place these objects on his Direction Board next to each other, and touching. The diagram on the right shows B-1's Direction Board.



UNIT #117

Pattern:	CAN	THE	RED	FLAG	TOUCH	THE	YELLOW	TREE?			
	WILL		BLUE	TREE			BLUE	FLAG			
			GREEN				GREEN				
			YELLOW				RED				
									YES,	IT	CAN.
											WILL
									NO,	IT	CANNOT.
											WILL NOT

Teaching Point:

1. This Unit teaches the question form introduced by "can" and "will."

2. It also teaches the affirmative and negative short answers. Notice that the Presentation and the Communicatior Activity use the contracted form for the negative short answer, "No, it can't," and "No, it won't."

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#117

PRESENTATION

Teacher needs: The shapee objects used in Unit #116. Each group needs the shapee objects from the previous Unit.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1.	SHOW ME TWO RED TREES AND TWO RED FLAGS.		He holds them up.
2.	Points to B-1.	SHOW ME TWO GREEN TREES AND TWO GREEN FLAGS.		He does it.
3.	Points to A-2.	SHOW ME TWO BLUE TREES AND TWO BLUE FLAGS.		He does it.
4.	Points to B-2.	SHOW ME TWO YELLOW TREES AND TWO YELLOW FLAGS.		He does it.
5.	Holds up a red flag and a blue tree far apart; moves them toward each other but never bringing them near enough to each other so they can touch.	SAY: CAN THE RED FLAG TOUCH THE BLUE TREE?	CAN THE RED FLAG TOUCH THE BLUE TREE?	
6.		NO, IT CAN'T.	NO, IT CAN'T.	
7.	Repeats Step #5.	SAY: CAN THE RED FLAG TOUCH THE BLUE TREE?	CAN THE RED FLAG TOUCH THE YELLOW TREE?	
8.		NO, IT CAN'T.	NO, IT CAN'T.	
9.	Holds up a green tree and a yellow flag; moves them as in Step #5.	SAY: CAN THE...	CAN THE GREEN TREE TOUCH THE YELLOW FLAG?	
10.		NO....	NO, IT CAN'T.	
11.	Holds up the green tree and the yellow flag; moves them so there is the possibility that they can touch but do not.	CAN THE...	CAN THE GREEN TREE TOUCH THE YELLOW FLAG?	
12.		YES, IT CAN.	YES, IT CAN.	

#117

COMMUNICATION ACTIVITY

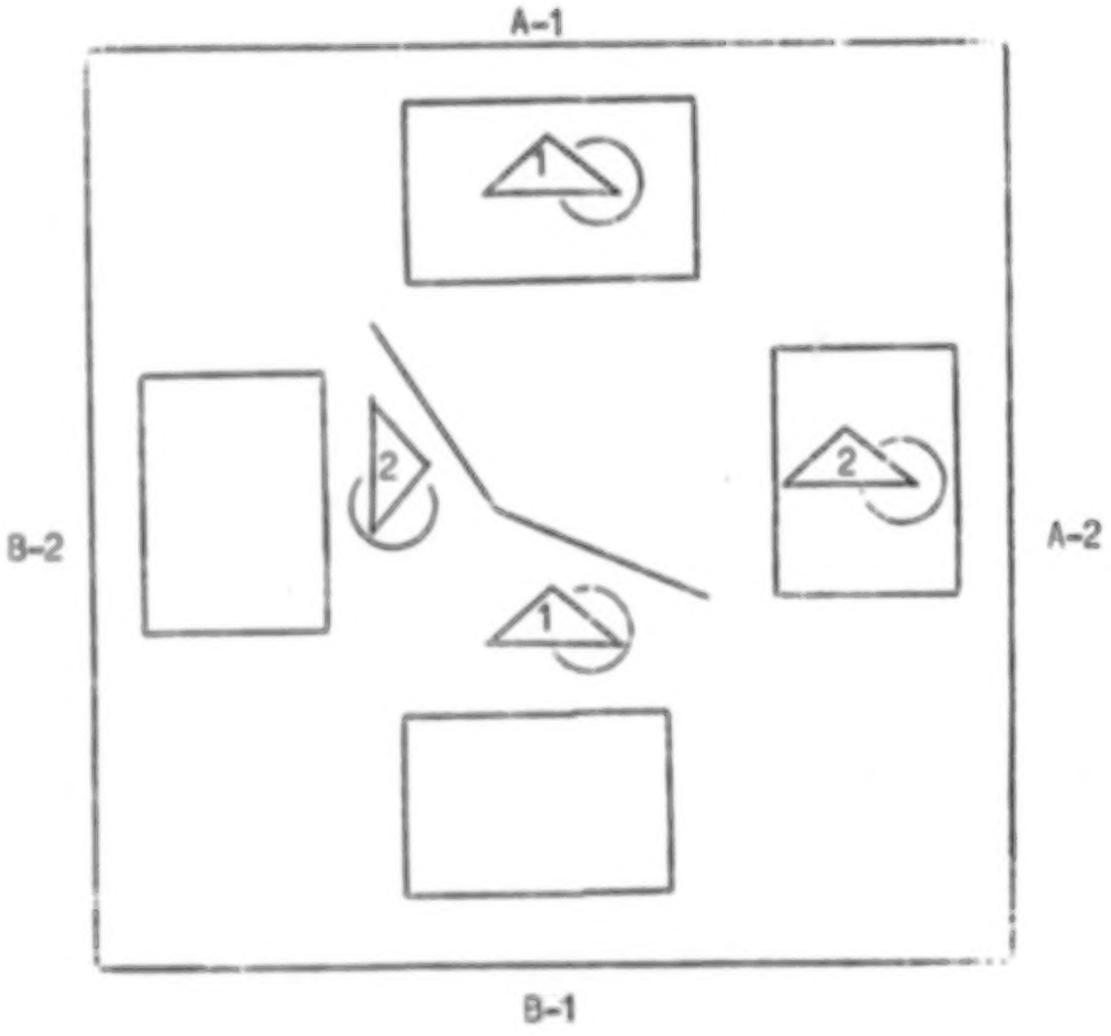
Materials needed: 1) The shapee objects used in the Presentation and distributed in the same way as in Unit #116.

2) A shield.

3) Four Direction Boards. (Use the side divided into four spaces.)

Aim: To match the order of the shapee objects on the team-mate's board.

Starting Position: (It is identical to Unit #116.)



TEACHER		CLASS
DOES THIS	SAYS THIS	SAYS THIS
13. Repeats Step #11.	CAN THE...	CAN THE GREEN TREE TOUCH THE YELLOW FLAG?
14.		YES, IT CAN.
15. Holds up a blue flag and a yellow tree; moves them toward each other on a direct course so they will touch each other. While doing so, he says:	SAY: WILL THE BLUE FLAG TOUCH THE YELLOW TREE?	WILL THE BLUE FLAG TOUCH THE YELLOW TREE?
16. Permits the objects to touch.	YES, IT WILL.	YES, IT WILL.
17. Repeats Step #15.	SAY:	WILL THE BLUE FLAG TOUCH THE YELLOW TREE?
18. Permits the objects to touch.	SAY: YES,...	YES, IT WILL.
19. Holds up the blue flag and the yellow tree; moves them so it will be possible for them to touch, but do not.	WILL THE BLUE FLAG TOUCH THE YELLOW TREE?	WILL THE BLUE FLAG TOUCH THE YELLOW TREE?
20. The objects do not touch.	NO, IT WON'T.	NO, IT WON'T.
21. Repeats Step #19.	SAY: WILL THE...	WILL THE BLUE FLAG TOUCH THE YELLOW TREE?
22. The objects do not touch.	NO,...	NO, IT WON'T.
23. It the class needs more practice, he repeats Step #5 - #22. Then he has the objects distributed as in Steps #18 - #21 of Unit #116.		

#1

Description of Play:

A-2: Looks at his shapee objects.
He says: CAN THE RED TREE TOUCH THE BLUE TREE?
A-1 looks at his Direction Board. There is a space between the objects. He says: NO, IT CAN'T.
A-2 puts the red tree and the blue tree on his Direction Board so that there is a space in between them.

B-2: Looks at his objects.
He says: WILL THE GREEN TREE TOUCH THE YELLOW TREE?
B-1 looks at his Direction Board. The objects are next to each other. He says: YES, IT CAN.
B-2 puts the green three and the yellow tree next to each other on his board.

A-2: Looks at his objects.
He says: WILL THE BLUE TREE TOUCH THE YELLOW FLAG?
A-1 looks at his Direction Board. The objects are next to each other, touching each other.
He says: YES, IT WILL.
A-2 puts the blue tree and the yellow flag next to each other on his board so that they touch each other.

*B-2: Looks at his shapee objects.
He says: WILL THE YELLOW TREE TOUCH THE RED FLAG?
B-1 looks at his Direction Board. The objects are next to each other, but they are not touching.
He says: YES, IT WILL.
B-2 puts the red flag next to the yellow tree so that they touch each other.

A-2 and B-2 keep taking turns until each one's four objects are on his Direction Board. The shield is then removed and a check is made on the order of the objects. The objects on B-2's board do not match B-1's.

The players reverse positions for the second round.

*A mistake hes been included in this description.

UNIT #118

Pattern:	THE	BOY	CAN	TOUCH	THE	HOUSE,	BUT	THE	DOG	CANNOT.
		GIRL				BED			CAT	
		CAT	WILL						**BOY**	WILL NOT
		DOG							GIRL	

Teaching Point:

The Unit practices an affirmative statement in contrast with a negative one connected by the word "but."

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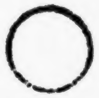
#118

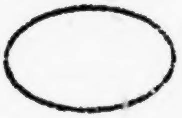
PRESENTATION

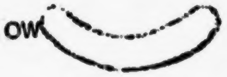
Teacher needs: The following shapee objects:

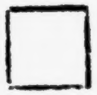
a bed	a girl
a house	a cat
a boy	a dog

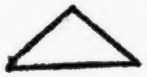
Each group needs: The following shapee pieces:

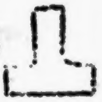
4 yellow/4 red 

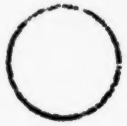
4 yellow 

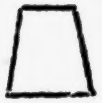
2 yellow 

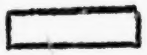
4 green 

4 green/2 red 

4 red 

2 red 

8 green 

4 yellow/4 green 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		MAKE A GREEN HOUSE.		They all do it.
2.		MAKE A GREEN BED.		They all do it.
3.	Points to A-1.	MAKE TWO YELLOW CATS.		He does it.
4.	Points to B-1.	MAKE TWO YELLOW DOGS.		He does it.
5.	Points to A-2.	MAKE TWO RED BOYS.		He does it.
6.	Points to B-2.	MAKE TWO RED GIRLS.		He does it.
7.		PUT THE THINGS IN THE MIDDLE OF THE TABLE.		They do it.
8.	Holds up a dog and a bed in one hand and a cat in the other.	THE DOG CAN TOUCH THE BED, BUT THE CAT CAN'T.	THE DOG CAN TOUCH THE BED, BUT THE CAT CAN'T.	
9.	Holds up a boy and a house in one hand and a girl in the other.	THE BOY CAN TOUCH THE HOUSE, BUT THE GIRL CAN'T.	THE BOY CAN TOUCH THE HOUSE, BUT THE GIRL CAN'T.	

#118

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation distributed as follows:

Set #1 (for A-1 and B-1): a boy a cat
a girl a dog

Set #2 (for A-2 and B-2): a boy a cat
a girl a dog

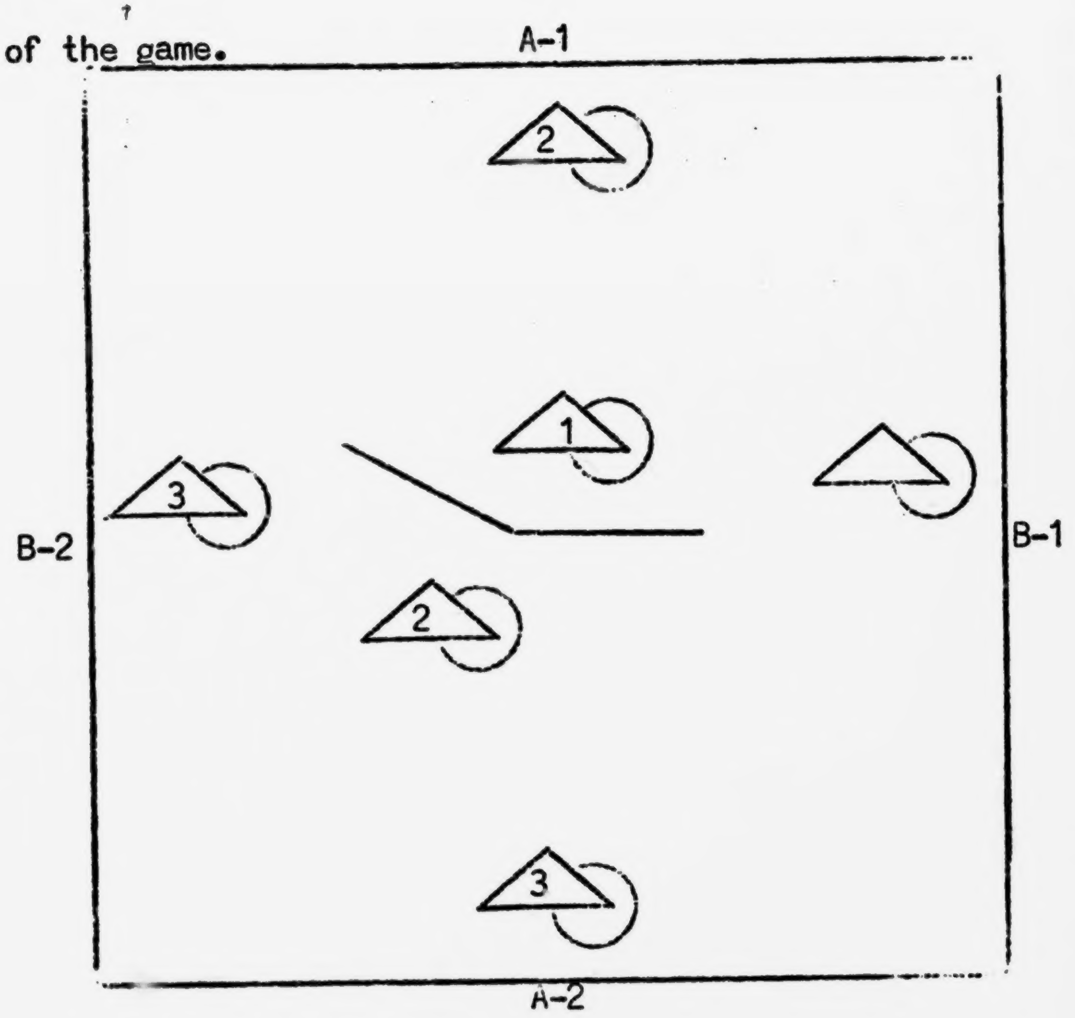
A-1, A-2, B-1, and B-2 each take a house and a bed (Set #3).

2) A shield

3) Counters.

Aim: To see which team gets the most counters in three rounds of the game.

Starting Position:



#118

TEACHER		CLASS
DOES THIS	SAYS THIS	SAYS THIS
10. Holds up a cat and a house in one hand and a boy in the other.	SAY:	THE CAT CAN TOUCH THE HOUSE, BUT THE BOY CAN'T.
11. Holds up a girl and a bed in one hand and a boy in the other.	SAY:	THE GIRL CAN TOUCH THE BED, BUT THE BOY CAN'T.
12. Holds a house in one hand and a boy in the other; moves the boy toward the house and finally has the boy and the house touch. At the same time, he picks up a girl and moves it close but so that it will not touch.	THE BOY WILL TOUCH THE HOUSE, BUT THE GIRL WON'T.	THE BOY WILL TOUCH THE HOUSE, BUT THE GIRL WON'T.
13. Repeats Step #11.	THE BOY WILL TOUCH THE HOUSE, BUT THE GIRL WON'T.	THE BOY WILL TOUCH THE HOUSE, BUT THE GIRL WON'T.
14. Repeats Step #11.	SAY:	THE BOY WILL TOUCH THE HOUSE, BUT THE GIRL WON'T.
15. Repeats Step #11 with a dog and a bed in one hand and a cat in the other.	SAY:	THE DOG WILL TOUCH THE BED, BUT THE CAT WON'T.

#118

Description of Play:

A-1: Puts a shapee dog so that it touches the house, and puts a cat far away from it.
He says: THE DOG WILL TOUCH THE HOUSE, BUT THE CAT WON'T.
A-2 places a shapee boy so that it touches the house, and puts a cat far away from the house.
The shield is removed. A-2's move matches A-1's.
The objects are returned to Set #1 and #2. A-2 takes a counter for the team.

B-1: Puts a boy so that it can (but does not) touch the bed, and puts a girl far away from it.
He says: THE BOY CAN TOUCH THE BED, BUT THE GIRL CAN'T.
B-2 places a dog so it touches the house, and puts the girl far away from it.
The shield is removed. B-2's move matches B-1's.
The objects are returned to Set #1 and #2.
B-2 takes a counter for the team.

*A-2: Puts a cat next to the bed, but not touching it, and a girl faraway from it.
He says: THE CAT WILL TOUCH THE BED, BUT THE GIRL WON'T.
A-1 places a cat so it touches the bed, and puts the girl far away from it.
The shield is removed. The position of the objects does not match A-2's.
The objects are returned to Set #1 and #2.
A-1 does not take a counter for the team.

B-2: Puts a girl next to the house and a boy far away from it.
He says: THE GIRL CAN TOUCH THE HOUSE, BUT THE BOY CAN'T.
B-1 places a girl so it touches the house, and puts the boy far away from it.
The shield is removed. B-1's move matches B-2's.
The objects are returned to Set #1 and #2.

*A mistake has been included in this description.

UNIT #119

Pattern:	CAN	THE	BOY	TOUCH	THE	HOUSE?				
	WILL		GIRL				YES,	HE	CAN.	
								SHE	WILL	
							NO,	HE	CANNOT.	
								SHE	WILL	NOT

Teaching Point:

This Unit practices the question form introduced by "can" and "will" with the affirmative and negative short answers using "he" and "she."

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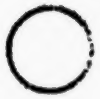
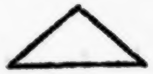
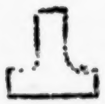
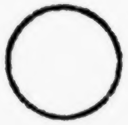
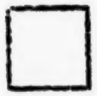
#119

Teacher needs: The following shapee objects:

a boy
a girl
a house

PRESENTATION

Each group needs: The following shapee pieces:

4 red  4 red  4 red  2 red  2 red 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1 and A-2.	MAKE A RED BOY.		They do it.
2.	Points to B-1 and B-2.	MAKE A RED GIRL.		They do it.
3.	Points to A-1 and A-2.	MAKE A RED HOUSE.		They do it.
4.	Holds the shapee boy close to the house.	CAN THE BOY TOUCH THE HOUSE?	CAN THE BOY TOUCH THE HOUSE?	
5.		YES, HE CAN.		
6.	Holds the boy far away from the house.	CAN THE BOY TOUCH THE HOUSE?	CAN THE BOY TOUCH THE HOUSE?	
7.		NO, HE CAN'T.		
8.	Holds the shapee girl close to the house.	CAN THE GIRL TOUCH THE HOUSE?	CAN THE GIRL TOUCH THE HOUSE?	
9.		YES, HE CAN.		
10.	Holds the girl far away from the house.	CAN THE GIRL TOUCH THE HOUSE?	CAN THE GIRL TOUCH THE HOUSE?	
11.		NO, SHE CAN'T.	NO, SHE CAN'T.	
12.	Holds the house in one hand; speaks while he is moving the boy toward it with the other.	WILL THE BOY TOUCH THE HOUSE?	WILL THE BOY TOUCH THE HOUSE?	
13.	Touching the boy to the house.	YES, HE WILL.	YES, HE WILL.	

	TEACHER		CLASS #119
	DOES THIS	SAYS THIS	SAYS THIS
14.	Holds the house in one hand; speaks while he is moving the girl toward it with the other.	WILL THE GIRL TOUCH THE HOUSE?	WILL THE GIRL TOUCH THE HOUSE?
15.	Touching the girl to the house.	YES, SHE WILL.	YES, SHE WILL.
16.	Holds the house in one hand; speaks while he is moving the boy toward the house in a way so they will not touch.	WILL THE BOY TOUCH THE HOUSE?	WILL THE BOY TOUCH THE HOUSE?
17.		NO, HE WON'T.	NO, HE WON'T.
18.	Repeats Step #16 with a girl.	WILL THE...	WILL THE GIRL TOUCH THE HOUSE?
19.		SAY:	NO, SHE WON'T.

#119

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation distributed as follows:

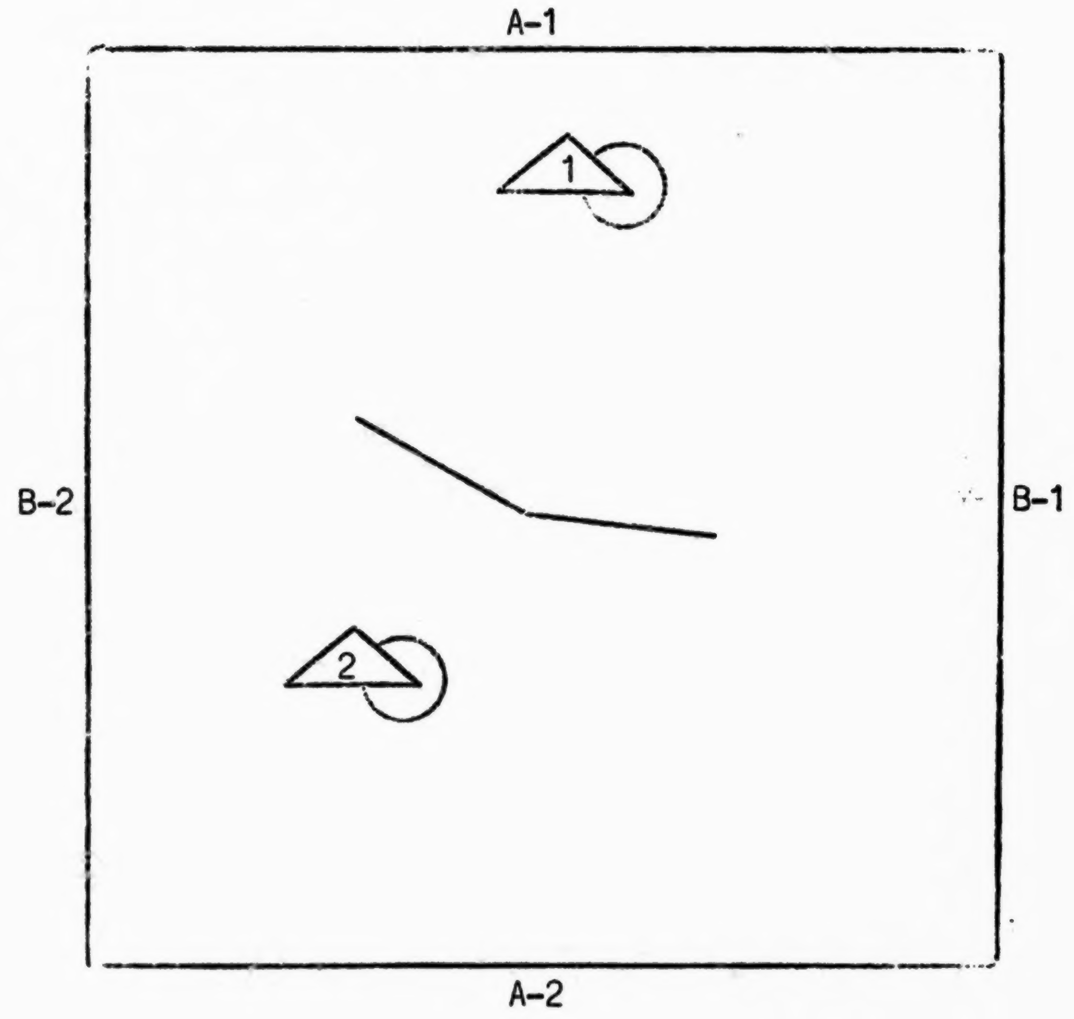
Set #1 (for A-1 and B-1): a boy, a girl, a house

Set #2 (for A-2 and B-2): a boy, a girl, a house

2) A shield.

Aim: To match the team-mate's moves.

Starting Position:



#119

Description of Play:*

A-1: Puts the Set #1 boy and the girl so that they both touch the house.
A-2 says: WILL THE GIRL TOUCH THE HOUSE?
A-1 says: YES, SHE WILL.
A-2 moves the Set #2 girl so she touches the house.
A-2 says: WILL THE BOY TOUCH THE HOUSE?
A-1 says: YES, HE WILL.
A-2 moves the Set #2 boy so he touches the house.
They remove the shield. The objects match.
The objects are returned to their Set #1 and #2 positions.

B-1: Puts the Set #1 boy far away from the house, but the girl touches the house.
B-2 says: CAN THE BOY TOUCH THE HOUSE?
B-1 says: NO, HE CAN'T.
B-2 moves the Set #2 boy in a position far from the house.
B-2 says: CAN THE GIRL TOUCH THE HOUSE?
B-1 says: YES, SHE CAN.
B-2 moves the girl close to the house.
B-2 says: WILL THE GIRL TOUCH THE HOUSE?
B-1 says: YES, SHE WILL.
B-2 moves the girl so that she is touching the house.
They remove the shield. The object match.
The objects are returned to their Set #1 and #2 positions.

A-2: Puts the Set #2 boy close to the house and the girl touching it.
A-1 says: WILL THE BOY TOUCH THE HOUSE?
A-2 says: NO, HE WON'T.
A-1 says: CAN THE BOY TOUCH THE HOUSE?
A-2 says: YES, HE CAN.
A-1 moves the Set #1 boy close to the house, but not touching it.
A-1 says: WILL THE GIRL TOUCH THE HOUSE?
A-2 says: YES, SHE WILL.
A-1 moves the Set #1 girl so that she touches the house.
They remove the shield. The objects match.
The objects are returned to their Set #1 and #2 positions.

*No mistakes have been included in this description.

UNIT #120 (TEST UNIT)

Pattern:	CAN	THE	(GREEN)	FLAG	TOUCH	THE	(YELLOW)	TREE:	YES,	IT	CAN.
			(YELLOW)	TREE						HE	WILL
				BOY							
									NO,	IT	CANNOT.
				GIRL							
										HE	WILL NOT
										SHE	

Teaching Point:

This is the twelfth Test Unit. It reviews the patterns and vocabulary of Units #116-#119.

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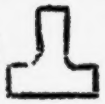
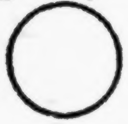
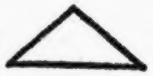
#120

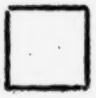
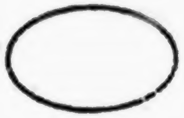
PRESENTATION

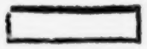
Teacher needs: The following shapee objects:

a red girl
a blue boy
a yellow flag
a green tree
a yellow tree
a green flag

Each group needs: The following shapee pieces:

4 blue/4 red 4 blue/4 red  4 blue  4 red 

2 green/2 yellow  2 green/2 yellow 2 green/2 yellow 

2 green/2 yellow 

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1 and A-2.	MAKE A GREEN FLAG AND A YELLOW FLAG.		They do it.
2.	Points to B-1 and B-2.	MAKE A GREEN TREE AND A YELLOW TREE.		They do it.
3.	Points to A-1 and A-2.	MAKE A RED GIRL AND A BLUE BOY.		They do it.
4.	Points to B-1 and B-2.	MAKE A RED GIRL AND A BLUE BOY.		They do it.
5.	Points to A-1; holds up a green tree and a yellow tree far apart.	SAY: CAN...	(A-1 says) CAN THE GREEN TREE TOUCH THE YELLOW TREE?	
6.	Points to A-2.	SAY:	NO, IT CAN'T.	
7.	Points to B-1; holds up a boy and a green flag; moves them near each other but not touching.	SAY: WILL...	WILL THE BOY TOUCH THE GREEN FLAG?	
8.	Points to B-2.	SAY:	NO, HE WON'T.	
9.	Points to A-2; holds up a girl and a green tree far apart; moves them nearer each other and stops short of touching.	SAY: CAN...	CAN THE GIRL TOUCH THE GREEN TREE?	

TEACHER		CLASS
DOES THIS	SAYS THIS	SAYS THIS
10. Points to A-1.		YES, SHE CAN.
11. Points to B-2.	SAY: WILL...	WILL THE GIRL TOUCH THE GREEN TREE?
12. Points to B-1.	SAY:	NO, SHE WON'T.
13. Points to A-2; holds up a yellow tree and a green tree. Moves them near each other.	SAY: WILL...	WILL THE YELLOW TREE TOUCH THE GREEN TREE?
14. Touches the yellow tree with the green tree; points to B-1.	SAY:	YES, IT WILL.

#120

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects used in the Presentation distributed as follows:

Set #1: one of each is taken by A-1 and A-2:

2 green flags   2 red girls   2 yellow flags   2 blue boys

Set #2: one of each is taken by B-1 and B-2:

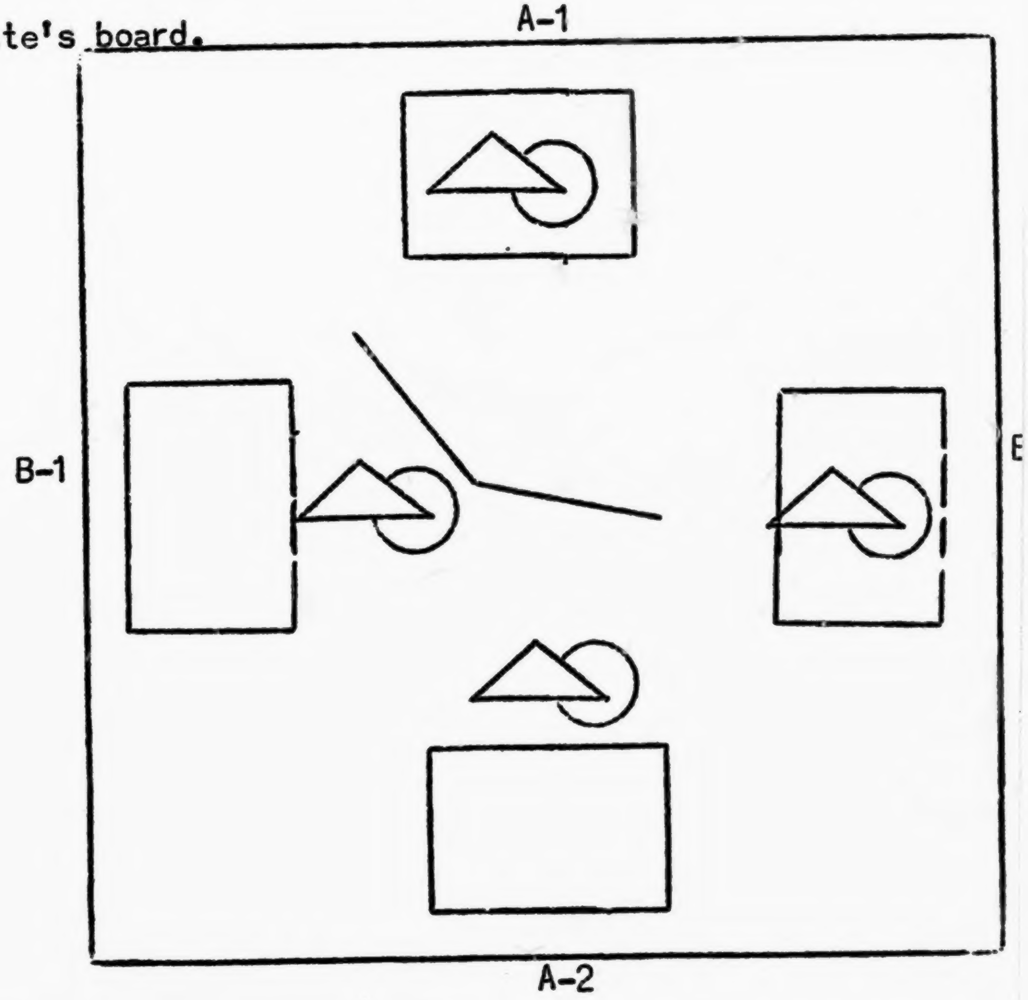
2 green trees   2 yellow trees   2 red girls   2 blue boys

2) A shield

3) Four Direction Boards. (Use the side divided into four spaces.)

Aim: To match the order of the shapee objects on the team-mate's board.

Starting Position: A-1 and B-1 places his objects in the spaces on his board. Two of the objects must touch each other.



Description of Play:

A-2: Looks at his shapee objects.
He says: CAN THE BOY TOUCH THE GREEN FLAG?
A-1 looks at his Direction Board. The objects are next to each other and touching. He says: YES, HE CAN.
A-2 puts the boy and the green flag next to each other on his Direction Board.

B-2: Looks at his objects.
He says: WILL THE BOY TOUCH THE YELLOW TREE?
B-1 looks at his Direction Board. The objects are next to each other, but not touching. He says: NO, HE WON'T.
B-2 puts the boy and the yellow tree next to each other on his Direction Board.

A-2: Looks at his objects.
He says: WILL THE BOY TOUCH THE GREEN FLAG?
A-1 says: YES, HE WILL.
A-2 moves the boy on his Direction Board so that he touches the green flag.

*B-2: Looks at his objects:
He says: CAN THE GREEN TREE TOUCH THE YELLOW TREE?
B-1 looks at his Direction Board. There are two spaces between the objects. He says: NO, IT CAN'T.
B-2 puts the green tree on his Direction Board, next to the boy.

A-2 and B-2 keep taking turns until each one's objects are on the Direction Board. The shield is then removed and a check is made.

Players reverse postions for the second round.

*No mistakes have been included in this description.
However B-2 will have to move his green tree once more in order to match the order on his team-mate's Direction Board.

UNIT #121

Pattern:	TAKE	A	RED	BIRD	AND	A	BLUE	HOUSE.								
			BLUE	BALL	OR		RED	FISH								
				FISH				BIRD								
				HOUSE				BALL	WHICH	ONE	DID	YOU	TAKE?			
														THE	RED	BIRD.
															BLUE	BALL
																FISH
																HOUSE

Teaching Point:

The Presentation introduces a dialogue using the Presentation and the Past Tenses. When practicing the sentences of the pattern, make sure the pupils understand why a sentence in the Past Tense follows one in the Present. The following procedure is suggested in the Presentation: A-1 says: TAKE A RED BIRD OR A BLUE HOUSE. Then he waits until A-2 has a chance to take an object (behind the shield). When all the A-2's in the class have taken an object, then indicate to A-1 that he should say: WHICH ONE DID YOU TAKE? A-2 answers according to what he has taken (i.e., THE RED BIRD).

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#121

Teacher needs: 1) The following shapee objects:

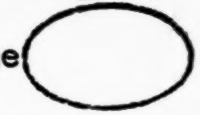
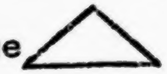
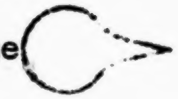
a red fish	a red house
a blue fish	a blue house
a red ball	a red bird
a blue ball	a blue bird

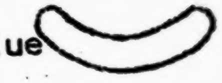
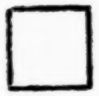
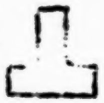
2) The following number cards:

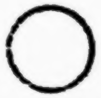
a #1 a #2

PRESENTATION

Each group needs: The following shapee pieces:

4 red/4 blue  4 red/4 blue  4 red/4 blue 

4 red/4 blue  4 red/4 blue  4 red/4 blue 

8 red/8 blue 

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	MAKE A RED FISH AND A BLUE ONE. MAKE A RED HOUSE AND A BLUE ONE. MAKE A RED BIRD AND A BLUE ONE. TAKE A RED BALL AND A BLUE ONE.		They do it.
2.	PUT YOUR THINGS IN THE MIDDLE OF THE TABLE.		They do it.
3. Points to A-1; holds up a red fish and a red house and a #2.	SAY: TAKE A RED FISH AND A RED HOUSE.	TAKE A RED FISH AND A RED HOUSE.	A-2 does it.
4. Points to B-1; holds up a red house and a blue fish and a #2.		TAKE A RED HOUSE AND A BLUE FISH.	B-2 does it.
5. Points to A-2; holds up a red bird and a blue house and a #1.	SAY:	TAKE A RED BIRD OR A BLUE HOUSE.	
6. Points to A-1; indicates the blue house.			A-1 takes the blue house.
7. Points to A-2.	SAY: WHICH ONE DID YOU TAKE?	WHICH ONE DID YOU TAKE?	

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
8.	**Points to A-1.**	SAY: THE BLUE HOUSE	THE BLUE HOUSE	A-1 shows the object.
9.	Points to B-2; holds up a red bird and a red ball and a #1.	SAY:	TAKE A RED BIRD OR A RED BALL.	
10.	Points to B-1; indicates the red bird.			B-1 takes the red bird.
11.	Points to B-2.	SAY: WHICH ONE DID YOU TAKE?	WHICH ONE DID YOU TAKE? (B-1 says) THE RED BIRD.	B-1 shows the object.
12.	Points to A-1; holds up a blue bird and a red house and a #1.	SAY:	TAKE A BLUE BIRD OR A RED HOUSE.	
13.	Points to A-2; indicates the red house.			A-2 takes the red house.
14.	Points to A-1.	SAY: WHICH ONE DID YOU TAKE?	WHICH ONE DID YOU TAKE? (A-2 says) THE RED HOUSE.	A-2 shows the object.
15.	Points to B-1; holds up a blue fish and a red house and a #1.	SAY:	TAKE A BLUE FISH OR A RED HOUSE.	
16.	Points to B-2; indicates the blue fish.			B-2 takes the blue fish.
17.	**Points to B-1.**	SAY: WHICH ONE DID YOU TAKE?	WHICH ONE DID YOU TAKE? (B-2 says) THE BLUE FISH.	

#121

COMMUNICATION ACTIVITY

Materials needed: 1) The shapee objects made in the Presentation, divided into two identical sets:

Set #1 (containing two of each object)

Set #2 (containing two of each object)

2) The following picture cards, mixed and face down on the table:

a red fish and a blue house
a blue fish and a red house
a red bird and a blue house
a blue bird and a red house
a blue bird and a blue ball
a red bird and a red ball

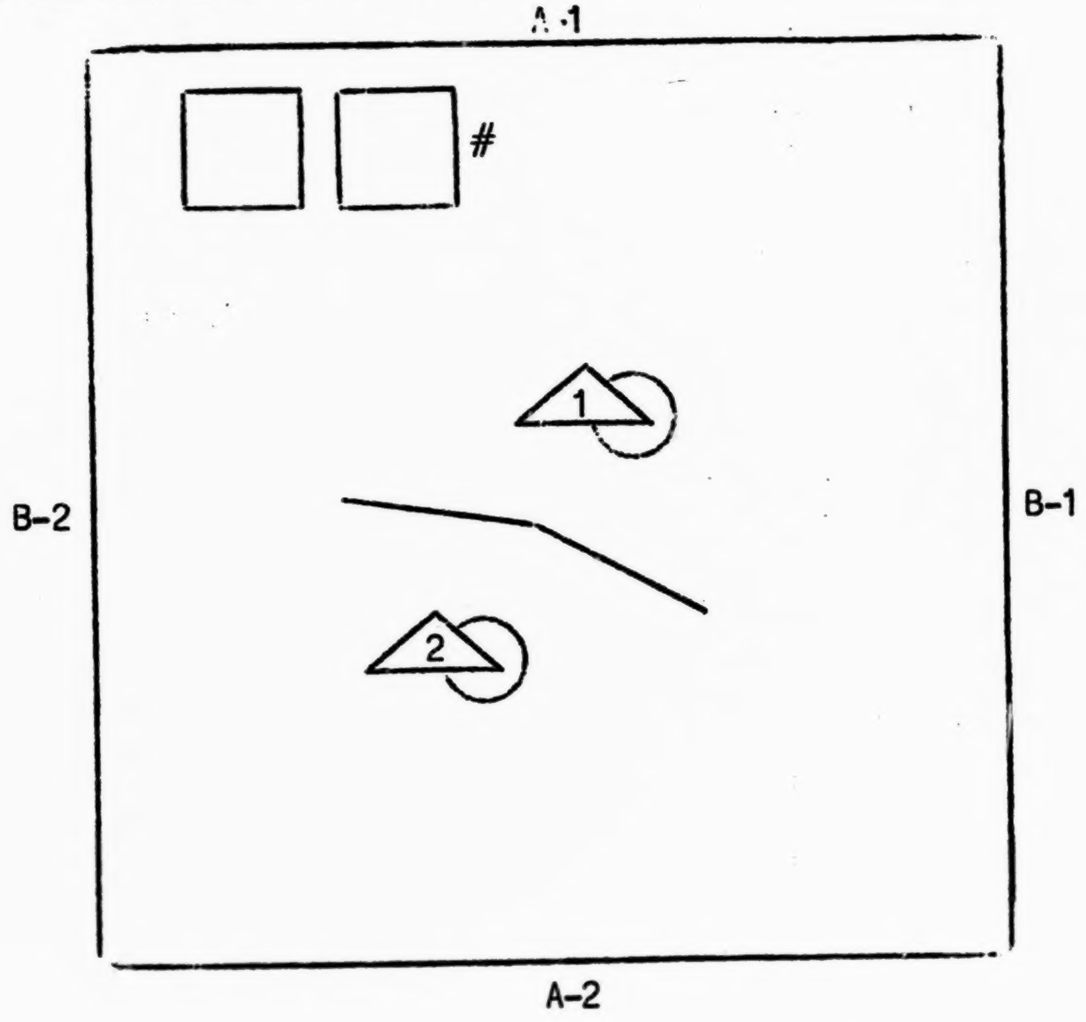
3) The following number cards, mixed and face down on the table:

a #1 (3)   a #2 (3)

4) A shield.

Aim: For team-mates to take the same objects.

Starting Position:



Description of Play:

A-1: Takes a picture card (a blue fish and a red house) and a number card (a #2).
He says: TAKE A BLUE FISH AND A RED HOUSE.
A-2 takes the objects from Set #1. Then A-1 takes the objects from Set #2.
A-1 discards the picture card, but keeps the number card.

*B-1: Takes a picture card (a red bird and a blue house) and a number card (a #1).
He says: TAKE A RED BIRD AND A BLUE HOUSE.
B-2 takes the objects from Set #1. Then B-1 takes the objects from Set #2.
B-1 discards the picture card, but keeps the number card.

A-2: Takes a picture card (a blue bird and a red house) and a number card (a #1).
He says: TAKE A BLUE BIRD OR A RED HOUSE.
A-1 takes a red house from Set #1.
A-2 says: WHICH ONE DID YOU TAKE?
A-1 says: A RED HOUSE.
A-2 takes a red house from Set #2.
He discards the picture card, but keeps the number card.

**B-2: Takes a picture card (a red bird and a red ball) and a number card (a #1).
He says: TAKE A RED BIRD OR A RED BALL.
B-1 takes a red bird from Set #1. Then, B-2 takes a red ball from Set #2.
B-2 discards the picture card, but keeps the number card.

A-1 and B-1 each have another turn, then the number cards and the picture cards will be used up, and the activity over. Each team counts the numbers on its number cards (i.e., the A team has a #2 and two #1's, which add up to four, therefore each team-mate should have four objects. Then, the team-mates compare their objects. They should both have identical objects.

*A mistake has been included in this description.
**Another mistake has been included in this description. At the end of the play, the B team members will have different objects.

UNIT #122

Pattern:	MOVE	THE	RED	SQUARE	TO THE RIGHT.							
			BLUE	STICK	TO THE LEFT.							
			YELLOW		FORWARD							
					BACK	HOW	FAR	DID	YOU	MOVE	IT?	ONE SPACE(S).
												TWO
												THREE

Teaching Point:

The Presentation introduces "how far."

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#122

PRESENTATION

Teacher needs: 1) The following shapee objects:

a red square	a red stick
a blue square	a blue stick
a yellow square	a yellow stick

2) The Direction Board from the Picture Book.

Each group needs: 1) The following shapee pieces:

1 red/1 blue/1 yellow □ 1 red/1 blue/1 yellow ▭

2) Four Direction Boards, one in front of each pupil

3) A shield, placed as shown in the Communication Activity diagram.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to A-1 and A-2 and to spaces #1, #2, and #3 on the Direction Board.	TAKE A RED STICK AND PUT IT ON #1. TAKE A BLUE SQUARE AND PUT IT ON #2. TAKE A YELLOW SQUARE AND PUT IT ON #3.		They do it. They do it.
2.	Points to B-1 and B-2, as above.	TAKE A YELLOW STICK AND PUT IT ON #1. TAKE A BLUE STICK AND PUT IT ON #2. TAKE A RED SQUARE AND PUT IT ON #3.		They do it.
3.	Points to A-1.	SAY: MOVE THE YELLOW SQUARE TO THE LEFT.	MOVE THE YELLOW SQUARE TO THE LEFT.	
4.	Points to A-2; holds up 2 fingers.			A-2 moves it two spaces to the left.
5.	Points to A-1.	SAY: HOW FAR DID YOU MOVE IT?	HOW FAR DID YOU MOVE IT?	
6.	Points to A-2.	SAY: TWO SPACES.	TWO SPACES	A-1 moves his yellow square two spaces to the left.
7.	Points to B-1.	SAY: MOVE THE BLUE STICK BACK.	MOVE THE BLUE STICK BACK.	
8.	Points to B-2; holds up three fingers.			B-2 moves it three spaces back.

#122

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9.	Points to B-1.	SAY: HOW FAR DID YOU MOVE IT?	HOW FAR DID YOU MOVE IT? (B-2 says) THREE SPACES.	B-1 moves his blue stick 3 spaces back.
10.	Points to A-2.	SAY: MOVE THE RED STICK FORWARD.	MOVE THE RED STICK FORWARD.	
11.	Points to A-1; holds up 1 finger.			A-1 moves it 1 space forward.
12.	Points to A-2.	SAY: HOW FAR DID YOU MOVE IT?	HOW FAR DID YOU MOVE IT? (A-1 says) ONE SPACE.	A-2 moves his red stick 1 space forward.
13.	Points to B-2.	SAY: MOVE THE RED SQUARE FORWARD.	MOVE THE RED SQUARE FORWARD.	
14.	Points to B-1; holds up 3 fingers.			B-1 moves it 3 spaces forward.
15.	Points to B-2.	SAY: WHO FAR DID YOU MOVE IT?	HOW FAR DID YOU MOVE IT? (B-1 says) THREE SPACES.	B-1 moves his red square 3 spaces forward.

#122

COMMUNICATION ACTIVITY

Materials needed: 1) Four Direction Boards (one in front of each pupil)

2) The shapee objects taken and distributed in the Presentation, as follows:

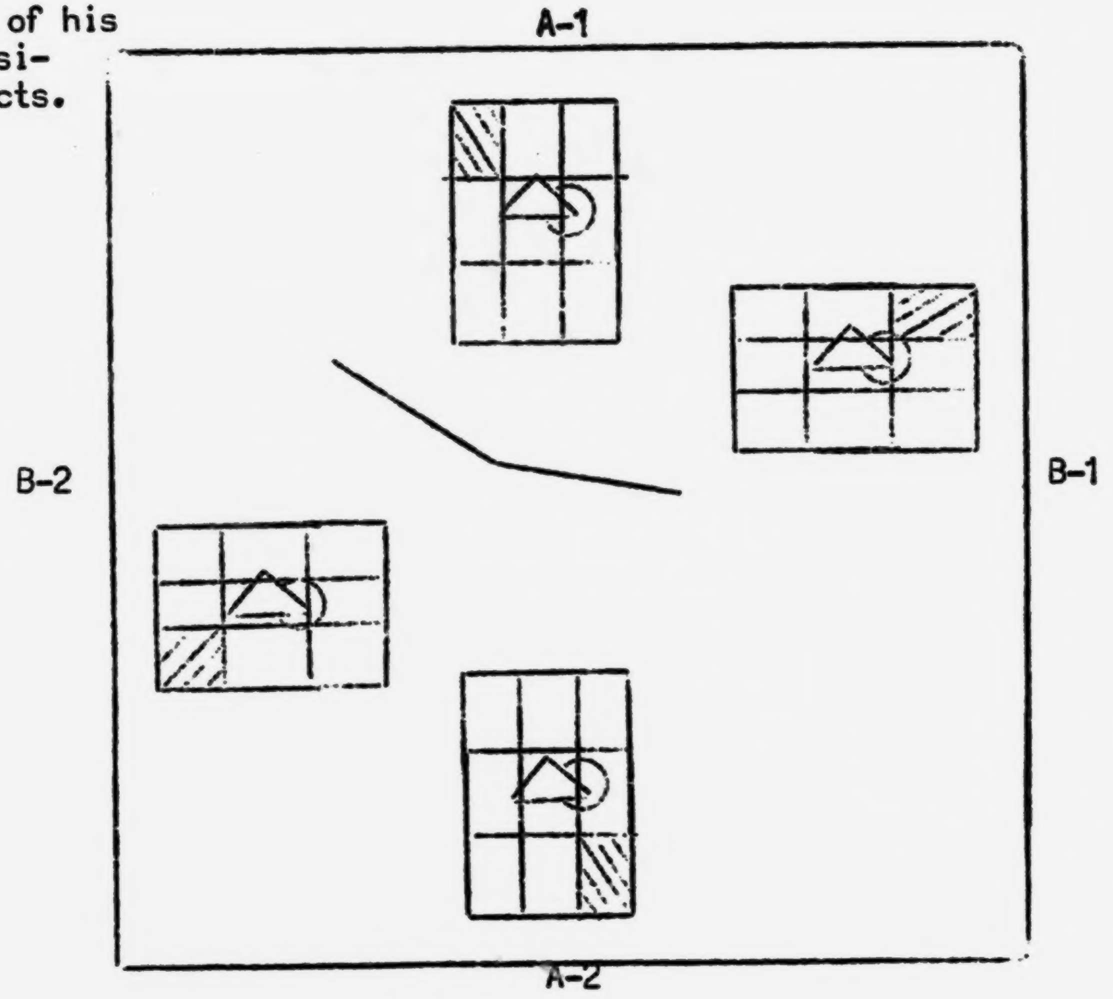
On A-1's and A-2's Direction Boards:
the red stick on #1
the blue square on #2
the yellow square on #3

On B-1's and B-2's Direction Boards:
the yellow stick on #1
the blue stick on #2
the red square on #3

3) A shield.

Aim: For a pupil to move each one of his objects once, to the same position as his team-mate's objects.

Starting Position:



Description of Play:

A-1: Says: MOVE THE YELLOW SQUARE TO THE LEFT.*
A-2 moves his yellow square two spaces to the left.
A-1 says: HOW FAR DID YOU MOVE IT?
A-2 says: TWO SPACES.
A-1 moves his yellow square two spaces to the left.

B-1: Says: MOVE THE BLUE STICK BACK.*
B-2 moves his blue stick three spaces back.
B-1 says: HOW FAR DID YOU MOVE IT?
B-2 says: THREE SPACES.
B-1 moves his blue stick three spaces back.

**A-1: Says: MOVE THE RED STICK.
A-2 moves the red a space forward.
A-1 says: HOW FAR DID YOU MOVE IT?
A-2 says: ONE SPACE.
A-1 moves his red stick a space to the right.

B-1: Says: MOVE THE RED SQUARE FORWARD.
B-2 moves his red square three spaces forward.
B-1 says: HOW FAR DID YOU MOVE IT?
B-2 says: THREE SPACES.
B-1 moves his red square three spaces forward.

A-1 and B-1 each have one more turn. After this, the team-mates put their Direction Boards side by side. If a pupil has his objects in the same positions on his Board as his team-mate, his team is the winner. The Activity is now re-played with A-2 and B-2 each having three turns.

*He has three turns, in which he must ask his team-mate to move the three objects. But it does not matter which object is moved first, or where the object is moved--as long as both team-mates make the same move.

**A mistake has been included in this description.

UNIT #123

Pattern:	GIVE	ME	SOME	OF	THE	RED	STICK.	(THAT'S	TOO MANY.)
			ONE			BLUE	BALLS		NOT ENOUGH
									ENOUGH

Teaching Point:

"That's too many"/"not enough"/"enough" are introduced.

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#123

PRESENTATION

Teacher needs: The following shapee objects:

4 red sticks 4 blue sticks
4 red balls 4 blue balls

Each group needs: The following shapee pieces, placed in the middle of the table:

16 red/16 blue ▭ 16 red/16 blue ○

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1 and B-1.	TAKE TWO RED STICKS AND TWO BLUE ONES. KEEP THEM.		They do it.
2. Points to A-2 and B-2.	TAKE TWO RED BALLS AND TWO BLUE ONES. KEEP THEM.		They do it.
3. Points to A-1.	TAKE THREE BLUE BALLS AND A RED ONE. KEEP THEM.		He does it.
4. Points to B-1.	TAKE THREE RED BALLS AND A BLUE ONE. KEEP THEM.		He does it.
5. Points to A-2.	TAKE THREE RED STICKS AND A BLUE ONE. KEEP THEM.		He does it.
6. Points to B-2.	TAKE THREE BLUE STICKS AND A RED ONE. KEEP THEM.		He does it.
7. Indicates class should listen; holds up 4 of each object.	YOU NEED FOUR RED BALLS, FOUR BLUE BALLS, FOUR RED STICKS, AND FOUR BLUE STICKS.		
8. Points to A-1.	SAY: GIVE ME SOME OF THE RED STICKS.	GIVE ME SOME OF THE RED STICKS.	
9. Points to A-2; holds up 3 red sticks.			A-2 holds up 3 red sticks.
10. Points to A-1.	SAY: THAT'S TOO MANY.	THAT'S TOO MANY.	
11. Points to A-1's 2 sticks and A-2's 3 sticks.	THAT'S TOO MANY.	(Class says) THAT'S TOO MANY.	

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Points to A-2; holds up 2 sticks.			A-2 holds up 2 sticks.
13.	Points to A-1.	SAY: THAT'S ENOUGH.	THAT'S ENOUGH.	
14.	Points to A-1's 2 sticks and A-2's 2 sticks.	THAT'S ENOUGH.	(Class says) THAT'S ENOUGH.	A-2 gives A-1 the 2 sticks; A-1 shows his 4 red sticks.
15.	Points to B-1.	SAY: GIVE ME SOME OF THE BLUE BALLS.	GIVE ME SOME OF THE BLUE BALLS.	
16.	Points to B-2; holds up 2 blue balls.			B-2 holds up 2 blue balls.
17.	Points to B-1.	SAY: THAT'S NOT ENOUGH.	THAT'S NOT ENOUGH.	
18.	Points to B-1's 1 ball and B-2's 2 balls.	THAT'S NOT ENOUGH.	(Class says) THAT'S NOT ENOUGH.	
19.	Points to B-2; holds up 4 blue balls.			B-2 holds up 4 blue balls.
20.	Points to B-1.	SAY: THAT'S TOO MANY.	THAT'S TOO MANY.	
21.	Points to B-1's 1 ball and B-2's 4 balls.	THAT'S TOO MANY.	(Class says) THAT'S TOO MANY.	
22.	Points to B-2; holds up 2 blue balls.			B-2 holds up 2 blue balls.
23.	Points to B-1.	SAY: THAT'S ENOUGH.	THAT'S ENOUGH.	B-2 gives B-1 the 2 balls; B-1 shows his 4 blue balls.

24. Repeat Steps #15-#23 with A-2, using blue sticks (he has 1 blue stick, he needs 3 more).

25. Repeat Steps #15-#23 with B-2, using red sticks (he has 1 red stick, he needs 3 more).

#123

COMMUNICATION ACTIVITY

Materials needed: 1) Two bags

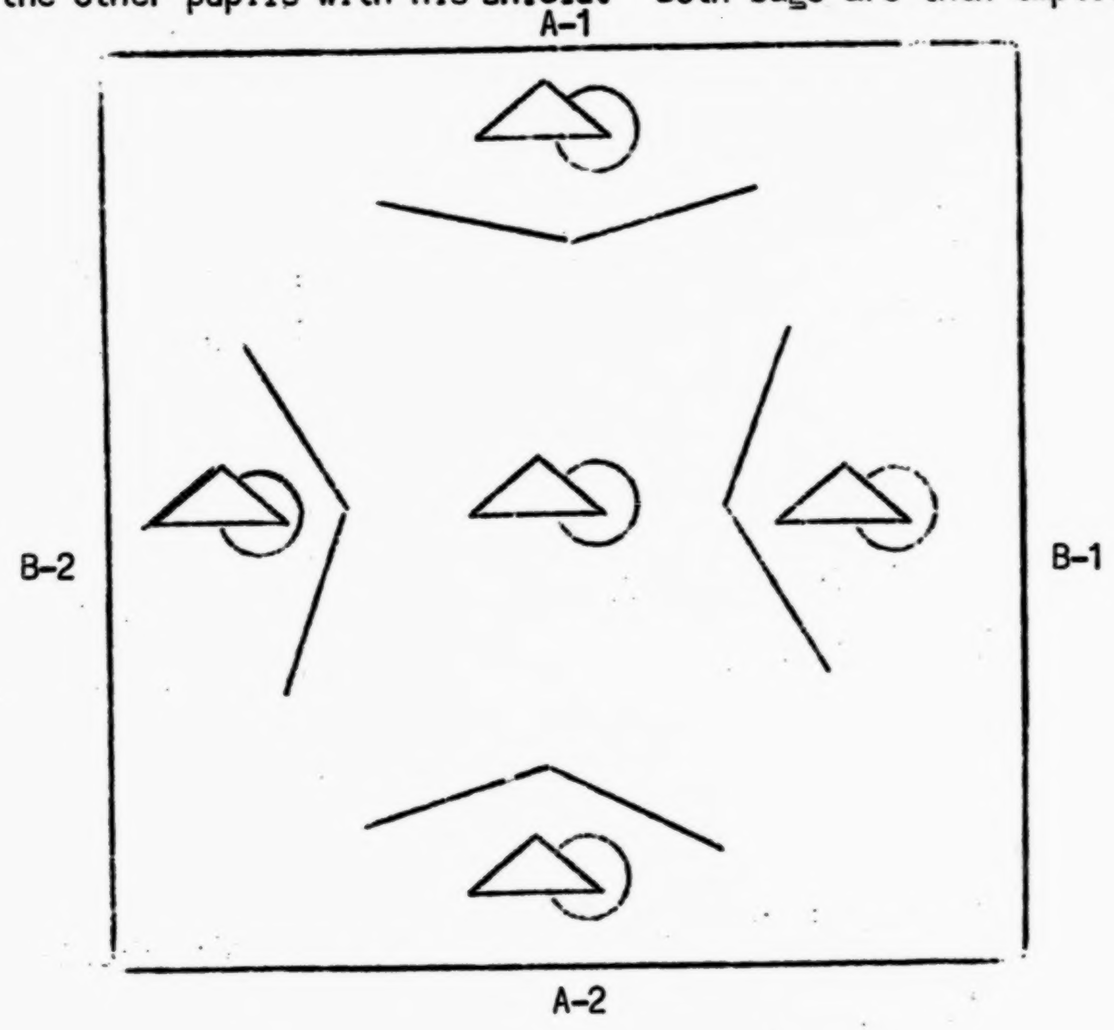
2) The shapee objects taken in the Presentation, distributed as follows:

all the balls in one bag
all the sticks in the other bag

3) A shield for each pupil's objects.

Aim: For a pupil to get four of each object (four red balls, four blue balls, four red sticks, and four blue sticks).

Starting Position: Each pupil takes four items (at random) from each bag, and keeps them in front of himself hiding them from the other pupils with his shield. Both bags are then emptied on the table and discarded.



Description of Play: #123

A-1: Looks at his objects, and decides to ask for red sticks.* (He has two of them.)
He says: GIVE ME SOME OF THE RED STICKS.
A-2 holds out three red sticks.
A-1 says: THAT'S TOO MANY.
A-2 holds out two red sticks.
A-1 says: THAT'S ENOUGH.
A-2 gives A-1 the two red sticks.
A-1 shows his four red sticks, then hides them with the other objects behind his shield.

**B-1: Looks at his objects, and decides to ask for blue balls. (He has one of them.)
He says: GIVE ME SOME OF THE BLUE BALLS.
B-2 holds out two blue balls.
B-1 says: THAT'S NOT ENOUGH.
B-2 gives B-1 the two blue balls.
B-1 can only show three blue balls.
He returns the two balls that B-2 gave him to the table.

A-2: Looks at his objects, and decides to ask for blue sticks. (He has one of them.)
He says: GIVE ME SOME OF THE BLUE STICKS.
A-1 holds out two blue sticks.
A-2 says: THAT'S NOT ENOUGH.
A-1 holds out three blue sticks.
A-2 says: THAT'S ENOUGH.
A-1 gives A-2 the three blue sticks.
A-2 shows his four blue sticks, then hides them with the other objects behind his shield.

B-2: Looks at his objects, and decides to ask for a blue stick. (He has three of them.)
He says: GIVE ME ONE OF THE BLUE STICKS.
B-1 does it.
B-2 shows his four blue sticks, then hides them with the other objects behind his shield.

---

*Since his aim is to get four of each object, he can ask for blue sticks, or red or blue balls.
**A mistake has been included in this description.

UNIT #124

Pattern:	HE	NEEDS	SOME	OF	THE	LONG	BLUE	STICKS.	(THAT'S	TOO MANY.)
	SHE		ONE			SHORT	RED			NOT ENOUGH
										ENOUGH

Teaching Point:

"Too many"/"not enough"/"enough" are reviewed with a "he"/"she" contrast.

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#124

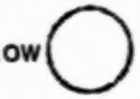
PRESENTATION

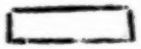
Teacher needs: 1) The following pictures from the Picture Book:

a girl   a boy

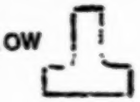
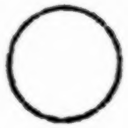
2) The following shapee objects:

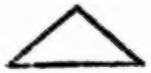
4 long red sticks   4 short red sticks
4 long blue sticks   4 short blue sticks

1 green/1 yellow 

8 red/8 blue 

Each group needs: 1) The following shapee pieces:

1 green/1 yellow    1 yellow 

8 red/8 blue 1 green 

2) Two shields

	TEACHER		CLASS
	DOES THIS	SAYS THIS	DOES THIS
1.	Points to A-1 and to the table.	MAKE A YELLOW BOY AND PUT IT HERE.	He places it as shown in the Activity diagram.
2.	Points to B-1 and to the table.	MAKE A GREEN GIRL AND PUT IT HERE.	He places it as shown in the Activity diagram.
3.	Points to A-2; holds up a shield.	PUT A SHIELD NEXT TO THE BOY.	He does it as shown in the Activity diagram.
4.	Points to B-2; holds up a shield.	PUT A SHIELD NEXT TO THE GIRL.	He does it as shown in the Activity diagram.
5.	Points to A-1.	TAKE THREE LONG RED STICKS AND A LONG BLUE ONE. TAKE THREE SHORT RED STICKS AND A SHORT BLUE ONE. PUT THEM NEXT TO THE BOY.	He puts them next to the shapee boy (behind the shield, as shown in the Activity diagram).
6.	Points to B-1.	TAKE TWO LONG BLUE STICKS AND TWO LONG RED ONES. TAKE THREE SHORT BLUE STICKS AND A SHORT RED ONE. PUT THEM NEXT TO THE GIRL.	He does it, as above. The remaining objects are on the table, between A-2 and B-2.

	TEACHER		CLASS	#124
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
7.	Holds up 4 of each object.	HE NEEDS FOUR LONG RED STICKS, FOUR SHORT RED STICKS, FOUR LONG BLUE STICKS AND FOUR SHORT BLUE ONES. WHAT DOES SHE NEED?	SHE NEEDS FOUR LONG RED STICKS, FOUR SHORT RED STICKS, FOUR LONG BLUE STICKS AND FOUR SHORT BLUE ONES.	
8.	Points to A-1 and to the picture of the boy.	SAY: HE NEEDS SOME LONG BLUE STICKS.	HE NEEDS SOME LONG BLUE STICKS.	
9.	Points to A-2; holds up 2 long blue sticks.			A-2 holds up 2 long blue sticks.
10.	Points to A-1.	SAY:	(A-1 says) THAT'S NOT ENOUGH.	A-2 holds up 3 long blue sticks.
11.			(A-1 says) THAT'S ENOUGH.	A-2 puts the 3 sticks next to the boy; A-1 puts them together with the stick the boy already has, and shows the 4 matching sticks.
12.	Points to B-1 and to the picture of the girl.	SAY: SHE NEEDS SOME LONG BLUE STICKS.	SHE NEEDS SOME LONG BLUE STICKS.	
13.	Points to B-2; holds up 3 long blue sticks.			B-2 holds up 3 long blue sticks.
14.	Points to B-1.	SAY:	(B-1 says) THAT'S TOO MUCH.	B-2 holds up 2 long blue sticks.
15.			(B-1 says) THAT'S ENOUGH.	B-2 puts the 2 sticks next to the girl; B-1 puts them together with the 2 sticks the girl already has, and shows the 4 matching sticks.

16. Repeat Steps #8-#11 with A-2, using short blue sticks and the shapee boy. (HE NEEDS SOME SHORT BLUE STICKS, etc.).

17. Repeat Steps #12-#15 with B-2, using long red sticks and the shapee girl. (SHE NEEDS...)

#124

COMMUNICATION ACTIVITY

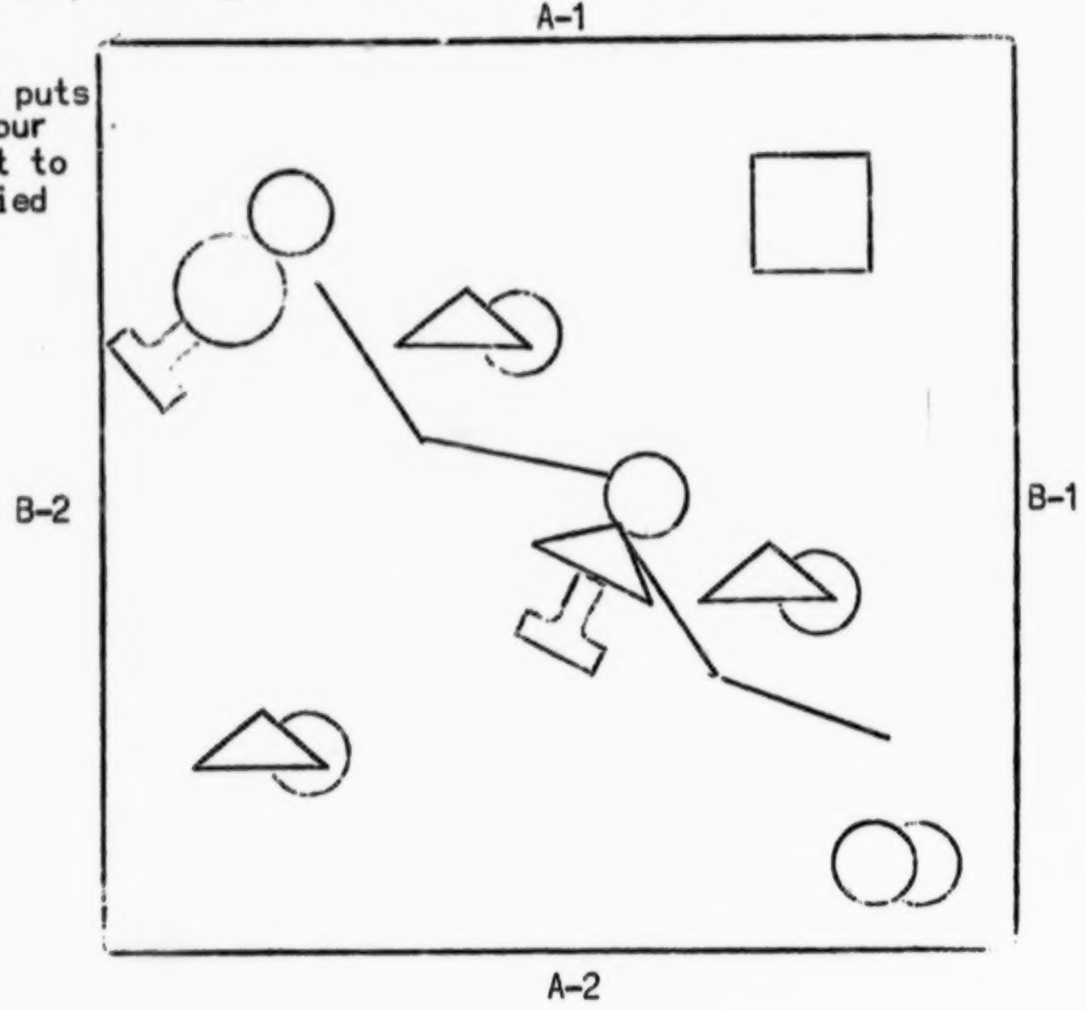
Materials needed:
1) Two bags
2) The shapee objects from the Presentation, distributed as follows:

    the shapee boy and the shapee girl, on the table
    all the long sticks in one bag
    all the short sticks in the other bag

3) Two shields
4) Counters.

Aim: For a team to get four counters. A team gets a counter for providing the shapee girl (or boy) with four matching objects.

Starting Position: A-1 takes four objects out of each bag and puts them next to the shapee boy. B-1 takes four objects out of each bag and puts them next to the shapee girl. Both bags are then emptied on the table, and discarded.



Description of Play:

A-1: Takes a color card (yellow). The shapee boy is yellow.
A-1 decides to ask for long blue sticks (the shapee boy has one of them).
He says: HE NEEDS SOME OF THE LONG BLUE STICKS.
A-2 holds up four long blue sticks.
A-1 says: THAT'S TOO MANY.
A-2 holds up three long blue sticks.
A-1 says: THAT'S ENOUGH.
A-2 puts the three blue sticks next to the shapee boy. A-1 puts them together with the stick the boy already has.
The color card matches the boy, who now has four long blue sticks.
A-1 returns the card to the pack, and takes a counter for the team.

B-1: Takes a color card (green). The shapee girl is green.
B-1 decides to ask for short red sticks (the shapee girl has one of them).
He says: SHE NEEDS SOME OF THE SHORT RED STICKS.
B-2 holds up two short red sticks.
B-1 says: THAT'S NOT ENOUGH.
B-2 holds up three short red sticks.
B-1 says: THAT'S ENOUGH.
B-2 puts the three short red sticks next to the shapee girl. B-1 puts them together with the stick the girl already has.
The color card matches the girl, who now has four short red sticks.
B-1 returns the card to the pack, and takes a counter for the team.

*A-1: Takes a color card (green). The shapee girl is green.
A-1 decides to ask for a short blue stick (the shapee girl has three of them).
He says: SHE NEEDS ONE OF THE SHORT BLUE STICKS.
A-2 puts a short blue stick next to the shapee boy.
The color card does not match the boy, and he now only has two short blue sticks.
A-1 returns the card to the pack, and the object to the table.

B-1: Takes a color card (yellow). The shapee boy is yellow.
B-1 decides to ask for short blue sticks (the shapee boy has one of them).
He says: HE NEEDS SOME OF THE SHORT BLUE STICKS.
B-2 holds up three short blue sticks.
B-1 says: THAT'S ENOUGH.
B-2 puts the three short blue sticks next to the shapee boy. B-1 puts them together with the stick the boy already has.
The color card matches the boy, who now has four short blue sticks.
B-1 returns the card to the pack, and takes a counter for the team.

A-2 and B-2 now change places with their team-mates, and each has two turns.

*A mistake has been included in this description.

UNIT #125

Pattern:	MOVE YOUR	RED SQUARE	TO THE RIGHT.			
		BLUE STICK	TO THE LEFT			
			FORWARD			
			BACK	HOW FAR DID YOU MOVE IT?	ONE SPACE(S).	THAT'S TOO FAR.
					TWO	NOT FAR ENOUGH
					THREE	FAR ENOUGH
					FOUR	

Teaching Point:

The Presentation introduces "too far," "far enough," and "not far enough," in contrast with one another.

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#125

PRESENTATION

Teacher needs: 1) The following shapee objects:

a red square
a blue square
a yellow square

a red stick
a blue stick
a yellow stick

2) The Direction Board from the Picture Book, hanging on the blackboard.

Each group needs: 1) The following shapee pieces:

1 red/1 blue/1 yellow ▭ 1 red/1 blue/1 yellow □

2) Four Direction Boards, one in front of each pupil

3) A shield, placed as shown in the Communication Activity diagram.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1 and A-2, and to spaces #1, #2, and #3 on a Direction Board.	TAKE A RED STICK AND PUT IT ON #1. TAKE A BLUE SQUARE AND PUT IT ON #2. TAKE A YELLOW SQUARE AND PUT IT ON #3.		They do it.
2. Points to B-1 and B-2.	TAKE A YELLOW STICK AND PUT IT ON #1. TAKE A BLUE STICK AND PUT IT ON #2. TAKE A RED SQUARE AND PUT IT ON #3.		They do it.
3. Points to A-1; holds a yellow square on #1 of the Direction Board, then moves it 2 spaces to the left.			A-1 moves his yellow square 2 spaces to the **left**.
4. Points to A-1.	SAY: MOVE YOUR YELLOW SQUARE TO THE LEFT.	MOVE YOUR YELLOW SQUARE TO THE LEFT.	
5. Points to A-2; holds up 1 finger.			A-2 moves it 1 space to the left.
6. Points to A-1.	SAY: HOW FAR DID YOU MOVE IT?	HOW FAR DID YOU MOVE IT? (A-2 says) ONE SPACE.	
7. Points to A-1.	SAY: THAT'S NOT FAR ENOUGH.	THAT'S NOT FAR ENOUGH.	
8. Points to A-2; holds up 1 finger, pointing left on the Direction Board.		(A-2 says) TWO SPACES.	A-2 moves it another space to the left.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9.	Points to A-1.	SAY: THAT'S FAR ENOUGH.	THAT'S FAR ENOUGH.	
10.	Points to B-1; holds a blue stick on #2, then moves it 2 spaces back.			B-1 moves his blue stick 2 spaces back.
11.	Points to B-1.	SAY: MOVE YOUR BLUE STICK BACK.	MOVE YOUR BLUE STICK BACK.	
12.	Points to B-2; holds up 3 fingers.			B-2 moves it 3 spaces back.
13.	Points to B-1.	SAY:	HOW FAR DID YOU MOVE IT? (B-2 says) THREE SPACES.	
14.	Points to B-1.	SAY: THAT'S TOO FAR.	THAT'S TOO FAR.	
15.	Points to B-2; holds up 1 finger, pointing forward.			B-2 moves it forward 1 space.
16.			(B-2 says) TWO SPACES.	
17.	Points to B-1.	SAY: THAT'S FAR ENOUGH.	THAT'S FAR ENOUGH.	
18.	Repeats Steps #3-#9 with A-2, using the red stick.			
19.	Repeats Steps #10-#17 with B-2, using the red square.			

#125

COMMUNICATION ACTIVITY

Materials needed: 1) Four Direction Boards (one in front of each pupil).

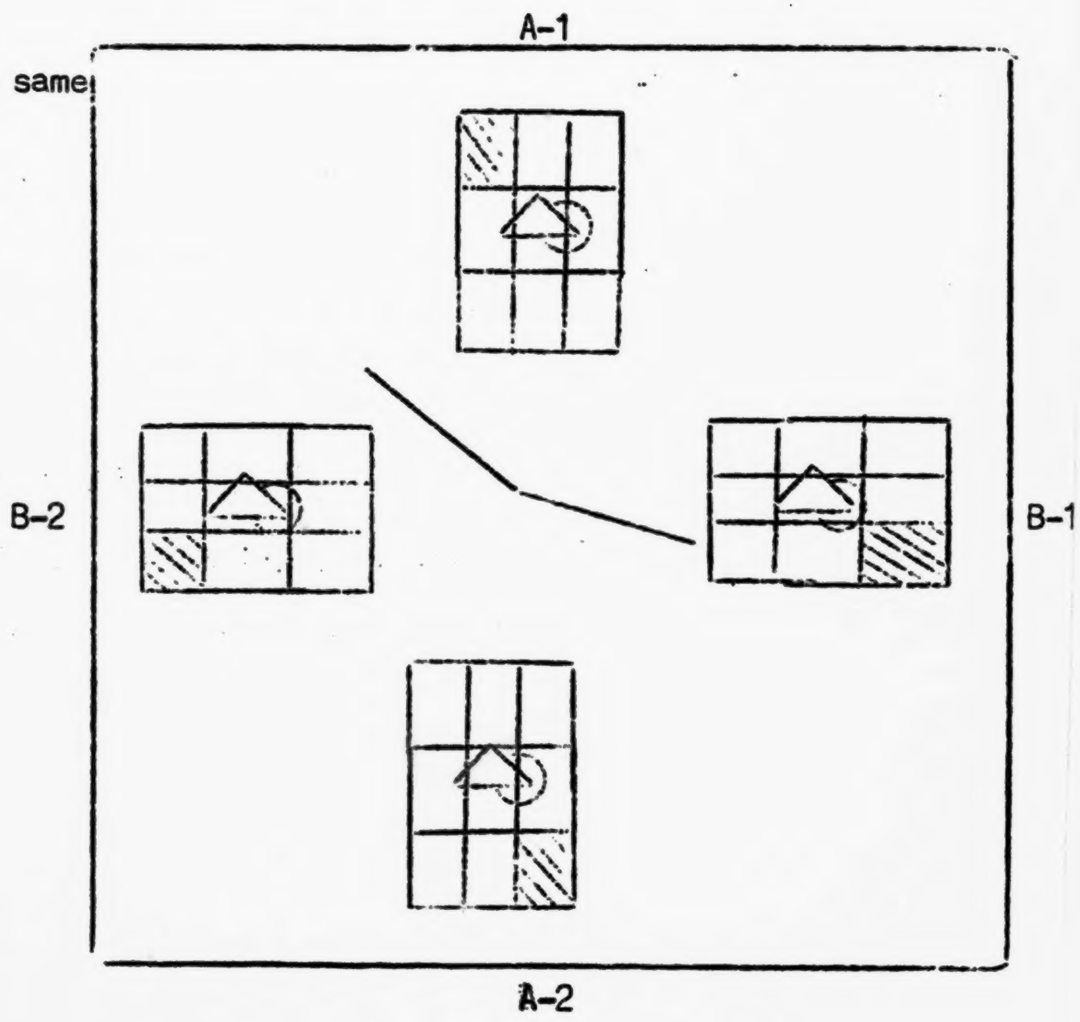
2) The shapee objects taken and distributed in the Presentation, as follows:

On A-1's and A-2's Direction Boards:
the red stick on #1
the blue square on #2
the yellow square on #3

On B-1's and B-2's Direction Boards:
the yellow stick on #1
the blue stick on #2
the red square on #3

3) A shield.

Aim: For a pupil to move each one of his objects once, to the same position as his team-mate's objects.



Description of Play:

A-1: Moves his yellow square two spaces to the left,* and says: MOVE YOUR YELLOW SQUARE TO THE LEFT.
A-2 moves his yellow square one space to the left.
A-1 says: HOW FAR DID YOU MOVE IT?
A-2 says: ONE SPACE.
A-1 says: THAT'S NOT FAR ENOUGH.
A-2 moves his yellow square another space to the left, and says: TWO SPACES.
A-1 says: THAT'S FAR ENOUGH.

B-1: Moves his blue stick three spaces back,* and says: MOVE YOUR BLUE STICK BACK.
B-2 moves his blue stick three spaces back.
B-1 says: HOW FAR DID YOU MOVE IT?
B-2 says: THREE SPACES.
B-1 says: THAT'S FAR ENOUGH.

*A-1: Moves his red sticks a space forward and says: MOVE YOUR RED STICK FORWARD.
A-2 moves his red stick two spaces forward.
A-1 says: HOW FAR DID YOU MOVE IT?
A-2 says: TWO SPACES.
A-1 says: THAT'S FAR ENOUGH.

B-1: Moves his red square a space to the right, and says: MOVE YOUR RED SQUARE TO THE RIGHT.
B-2 moves his red square three spaces to the right.
B-1 says: HOW FAR DID YOU MOVE IT?
B-2 says: THREE SPACES
B-1 says: THAT'S TOO FAR.
B-2 moves his red square a space back and says: **TWO** SPACES.
B-1 says: THAT'S TOO FAR.
B-2 moves his red square another space back and says: ONE SPACE.
B-1 says: THAT'S FAR ENOUGH.

A-1 and B-1 each have one more turn. After this, the team-mates put their Direction Boards side by side. If a pupil has his objects in the same positions on his board as his team-mate, his team is the winner. The Activity is now re-played with A-2 and B-2 each having three turns.

*He has three turns, and he must move each one of his three objects. But it does not matter which object he moves first, or where the object is moved--as long as both team-mates make the same move.
**A mistake has been included in this description.

AA000114

FINAL REPORT

Project No. HE-084
Grant No. SAE 4-10-027

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

Appendix II.

Communication Activities 126-150:
Experimental Extension Materials

January 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

ED 018 676

AA000114

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Communication Activities 126-150: Experimental Extension Materials

January 1967

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TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

GERALD DYKSTRA
Principal Investigator

Appendix II.

Communication Activities 126-150: Experimental Extension Materials

January 1967

Teachers College, Columbia University
New York, New York

Council for Public Schools, Inc.
Boston, Mass.

Introduction to the Experimental Extension Material

Units #126-#150 are experimental extensions of the procedures developed in Units #1-#125 of the TESL Presentations and Communication Activities. They are not sequential (as are the previous Units), nor are they to be used in their present form. They are examples of the application of TESL techniques to incorporation of school subjects into the language learning program. Some of the Units are highly condensed. For example, Units #144-#150 which deal with simple concepts of addition and subtraction need to be greatly expanded so that the mathematical concepts can be dealt with in much smaller steps. Even in their present form, however, some attempt has been made to show the necessary breakdown by including as many as three Presentations (Unit #144), each building progressively on the preceding one. Another feature of the Experimental Extension material is that in addition to oral cues, reading and writing cues are also utilized.

While Units #1-#125 were being tested, reviewed, revised and discussed with teachers participating in the testing program, a question that recurred was whether these TESL procedures might implement the teaching and learning of a variety of subject matters. Could Activities resembling Communication Activities make learning tasks about science, mathematics, geography, social behavior, etc. more meaningful to young children?

A distinctive characteristic of Units #1-#125 (in fact, of all the TESL materials) is the close link between the learning of new language forms and the meaningful use of these forms. Many kinds of Communication Activities have been designed to eliminate the gap between learning and use. Each new language pattern is introduced in contrast to a known pattern or patterns so that the acquisition of the language will not be fragmented, but will take the form of a gradually expanding framework. The introduction of each new language pattern is immediately followed by a classroom Activity wherein pupils, divided into small groups to allow for a high degree of individual participation, use some of the communication possibilities of the new pattern. For example, communication using the newly introduced contrast between past and future tenses is demonstrated by an Activity requiring a pupil to plan a strategy after obtaining information about his partner's completed and projected moves. Here is a situation requiring the partner to make a verbal distinction correlating with the difference between a completed and a projected move is set up. No single short Activity, however, can do more than begin to explore the communicating possibilities of a language pattern.

Each of Units #126-#125 presents information about specific subject areas--time telling, geometric shapes, color distinction, addition, subtraction, etc.--with one or more Activities attached, to demonstrate this information. Not all the Activities require inter-pupil communication, as did the Activities for Units #1-#125. A Practice Activity is necessary as an aid to understanding numerical sequence (Unit #128). However, in later Units, numerical sequence is incorporated into Follow-Up Activities which require pupils to make their own calendar and use it for day to day. Follow-Up Activities, used daily in the classroom, habituate children to make realistic relationships (*today*, *yesterday*, *tomorrow*, *last week*, etc.). It was felt that before going directly into a Communication Activity the pupils would need both additional practice in the language patterns, and a better understanding of the mathematical concepts presented.

The multi-model approach of the TESL procedures is exemplified in the Experimental Extension Materials by the relation between Unit #141 and Second Year Playlet No. 15 ("Making a Boat"). In both instances objects sink or float. Similarly, Third Year Playlets No. 1-4, all dealing with time telling, expand the notions of time presented in Units #138-#139.

Although the possibilities of utilizing comparative and superlative forms in both Communication Activities and Playlets and Improvisations have not been systematically pursued, directions are pointed out in Unit #142. In addition to presenting the giving of directions, this Unit introduces the superlative forms of some words, and Third Year Playlets No. 8-11 (on buying gifts) use the comparative forms. Math concepts and problem solving, too, could be further exploited in both Playlets and Improvisations as already shown by Third Year Playlets No. 13-16, which deal with cost and units of monetary exchange.

It is hoped that this collection will contribute to the need, especially in second language situations throughout the world, to make languages literally functional for the learner at an early stage in the learning process.

INDEX TO PATTERNS "PART II"

126. THERE ARE SEVEN DAYS IN A WEEK. LET'S COUNT THEM.

ONE	SUNDAY
TWO	MONDAY
THREE	TUESDAY
FOUR	WEDNESDAY
FIVE	THURSDAY
SIX	FRIDAY
SEVEN	SATURDAY

127. THERE ARE TWELVE MONTHS IN A YEAR. LET'S COUNT THEM.

ONE	JANUARY		
TWO	FEBRUARY	SEVEN	JULY
THREE	MARCH	EIGHT	AUGUST
FOUR	APRIL	NINE	SEPTEMBER
FIVE	MAY	TEN	OCTOBER
SIX	JUNE	ELEVEN	NOVEMBER
		TWELVE	DECEMBER

128. WHAT IS THIS? IT IS NUMBER.
ARE THESE? THEY ARE NUMBERS. ONE TO THIRTY.

129. TODAY IS (MONDAY). YESTERDAY WAS (SUNDAY)
IT IS (JANUARY). (JANUARY) HAS THIRTY-ONE DAYS.

130. TODAY IS (MONDAY). THIS MONTH IS (JANUARY).
YESTERDAY WAS (SUNDAY). LAST MONTH WAS (DECEMBER).
TOMORROW IS (TUESDAY).

INDEX TO PATTERNS "PART II" Cont'd.

131. ORDINAL NUMBERS: MONDAY, JANUARY FIRST. etc.

132.

IT'S A	RED	CARD.
	BLUE	
	YELLOW	
	GREEN	
	BROWN	
	BLACK	
	WHITE	

IT'S A	RED	CRAYON.
	BLUE	
	YELLOW	
	GREEN	
	BROWN	
	BLACK	
	WHITE	

COLOR THE CARD	RED.
	BLUE.
	YELLOW.
	GREEN.
	BROWN.
	BLACK.
	WHITE.

(LEAVE IT WHITE.)

(DO NOT) COLOR THE	FIRST	SQUARE	RED.
	SECOND		BLUE.
	THIRD		YELLOW.
	FOURTH		GREEN.
	FIFTH		BROWN.
	SIXTH		BLACK.
	SEVENTH		WHITE.

(LEAVE IT WHITE.)

133.

(DO NOT) COLOR THE	WINDOWS	RED.	(LEAVE THEM WHITE.)
	BASKET	BLUE.	
	TABLE	GREEN.	
	DOOR	YELLOW.	
	BENCH	BROWN.	
	POT	BLACK.	
	PICTURE		
	WALLS		
	PLANT		

INDEX TO PATTERNS "PART II" Cont'd.

134. THIS IS A RULER. IT IS TWELVE INCHES LONG.

LET'S COUNT THE INCHES ON OUR RULERS. ONE INCH(ES).
TWO
THREE
FOUR etc.

DRAW A LINE FROM A TO B.
B TO C.
D TO E.

HOW LONG IS THE LINE? ONE INCH(ES).
TWO
THREE etc.

135. THIS IS (A) SQUARE(S). TWO LITTLE SQUARES MAKE ONE BIG SQUARE.
THESE ARE TRIANGLE(S). FOUR SHORT TRIANGLES LONG TRIANGLE.
LINES LINE.

THE LITTLE SQUARE IS A HALF OF THE BIG SQUARE.
SHORT LINE QUARTER LONG TRIANGLE.
TRIANGLE LINE.

INDEX TO PATTERNS "PART II" Cont'd.

136. CUT OUT A CIRCLE DIVIDE IT INTO HALVES.
QUARTERS.

HOLD UP THE CIRCLE AND POINT TO HALF OF IT.
A QUARTER
THE OTHER HALF
ANOTHER QUARTER
FOURTH AND LAST

TWO HALVES MAKE A WHOLE CIRCLE.
FOUR QUARTERS

COLOR ONE QUARTER ON THE CIRCLE RED.
ANOTHER
GREEN.
THE LAST
BLUE.
YELLOW.

137. DRAW A LINE FROM A TO C.
D TO B.
C TO B.
A TO D.
A TO B.
C TO D.

WHAT DO YOU SEE IN THE CIRCLE? A LINE.
2 LINES.
3 LINES.
A SQUARE.
2 TRIANGLES AND A SQUARE.
4 TRIANGLES AND A SQUARE.

THIS TRIANGLE IS ONE HALF OF THE SQUARE.

SHOW ME A CIRCLE WITH A SQUARE(S) IN IT.
TWO TRIANGLE(S) INSIDE OF A SQUARE
FOUR

INDEX TO PATTERNS "PART II" Cont'd.

138.	WHAT	TIME	IS	IT?	IT	IS(A)		QUARTER	PAST	ONE	(O'CLOCK).
							HALF	PAST		TWO	
										THREE	
										FOUR	
										FIVE	
										etc.	

139.	WHAT	TIME	IS	IT?	IT	IS	(FIVE	(MINUTES)	PAST)	ONE	(O'CLOCK).
							TEN			TWO	
							etc.			THREE	
										etc.	

140.	HERE'S	A(PIECE	OF)	COTTON.	WHAT	COLOR	IS	IT?	(IT'S) BLACK.
				PAPER.					GREY.
				STONE.					BROWN.
				etc. .					GREEN.
									etc.

HOW	DOES	IT	FEEL?	(IT	FEELS)	LIGHT.
						SOFT
						HEAVY
						SMOOTH
						ROUGH
						etc.

INDEX TO PATTERNS "PART II" Cont'd.

141.	HERE'S	A	FEATHER. PENCIL STONE SPOON	WILL	IT	FLOAT	OR	SINK?	I IT	DON'T WILL	KNOW. FLOAT. SINK.

LET's	TEST	IT.	IT	FLOATS. SINKS

DOES	IT	FLOAT	OR	SINK?	IT	FLOATS. SINKS

142.	THE	SCHOOL	IS	ACROSS FARTHEST NEAREST	THE	ROAD	(FROM)	THE	YELLOW GREEN BLUE RED	BOY'S GIRL'S	HOUSE.

TO	THE	LEFT RIGHT	OF	THE	BEND	IN	THE	ROAD

THE	YELLOW GREEN BLUE	GIRL BOY	LIVES	IN	THE	BIGGEST SMALLEST HOUSE	HOUSE. NEAREST FARTHEST NEXT TO ACROSS	(FROM) THE SCHOOL

143. 1 2 3 4 5 6 7 8 9 10

```
144.  I   HAVE   1   RED   SQUARE(S)   AND   1   BLUE   ONE(S).
                 2                           2
                 3                           3
                 4                           4

          HOW   MANY   SQUARES   DO   I   HAVE   IN   ALL?   TWO
                                                              THREE
                                                              FOUR
                                                              FIVE
                                                              SIX
                                                              SEVEN
                                                              EIGHT


145.  HOW   MANY   BOYS   ARE   IN   THE   FIRST    SPACE?   WRITE   THE   NUMBER   ON   YOUR   PAPER.  1.
                                         SECOND                                                     2.
                                                                                                    3.

          HOW   MANY   BOYS   ARE   IN   THESE   SPACES   IN   ALL?   4.   DOES   YOURS   MATCH   MINE?
                                                                     5.

              YES,   IT   DOES.
              NO,    IT   DOES   NOT.


146.  1   PLUS   4   IS   2.
      2          3        3.
      3          2        4.
      4          1        5.
```

INDEX TO PATTERNS "PART II" Cont'd.

147.	HERE	ARE	5	SQUARES.	TAKE	AWAY	1.	HOW	MANY	ARE	LEFT?	5
			4				2					4
			3				3					3
			2				4					2
												1

148.	5	MINUS	1	IS	4.
	4		2		3.
	3		3		2.
	2		4		1.

149.	5	-	4	=	1.
	4		3		2.
	3		2		3.
	2		1		4.

150.	1	÷	5	=	1.
	2	-	4		2.
	3		3		3.
	4		2		4.
	5		1		5.

UNIT #126

Pattern: THERE ARE SEVEN DAYS IN A WEEK. LET'S COUNT THEM.

ONE	SUNDAY
TWO	MONDAY
THREE	TUESDAY
FOUR	WEDNESDAY
FIVE	THURSDAY
SIX	FRIDAY
SEVEN	SATURDAY

Teaching Points:

1. The words COUNT, DAYS and WEEK are introduced.

2. Reading recognition of the days of the week is taught. Pronunciation practice of the days of the week is provided. Do not expect your pupils to remember the days of the week at once. They will be reviewed in following lessons.

3. To act out "counting," hold up your hand with fingers outspread. Bend over the thumb, then the first finger, and so on, as you count "ONE - TWO" etc.

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#126

PRESENTATION

Teacher needs: A copy of Stencil #1 Each pupil needs: A copy of Stencil #3

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up seven fingers.	HOLD UP SEVEN FINGERS		They do it.
2.		LET'S COUNT THEM.	LET'S COUNT THEM.	
3.	Acts out "counting."	ONE, TWO, THREE, FOUR FIVE, SIX, SEVEN.	ONE, TWO, THREE, FOUR FIVE, SIX, SEVEN.	They copy the teacher.
4.	Holds up Stencil #1.	THIS IS A PAGE OF A CALENDAR. IT SHOWS US THE DAYS OF THE WEEK. LET'S COUNT THEM.		
5.	Points below the names of the day.	ONE, TWO, THREE, FOUR FIVE, SIX, SEVEN.	ONE, TWO, THREE, FOUR FIVE, SIX, SEVEN.	
6.	Draws her finger below the seven days.	THERE ARE SEVEN DAYS IN A WEEK.	THERE ARE SEVEN DAYS IN A WEEK.	They draw their fingers below the seven days.
7.	Points to the name of each day.	LET'S SAY THEM. SUNDAY, MONDAY, TUESDAY, WEDNESDAY, etc.	SUNDAY MONDAY TUESDAY WEDNESDAY, etc.	
8.	Points to the square below Sunday, then to the word Sunday.	ONE, SUNDAY	ONE, SUNDAY	They point to the appropriate squares.
9.	Points to the square below Monday, then to the word Monday.	TWO, MONDAY	TWO, MONDAY	They point to the appropriate squares.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Repeats the Step 5 using the rest of the names of the week.			
11.		HOW MANY DAYS ARE THERE IN A WEEK? THERE ARE SEVEN DAYS IN A WEEK.	THERE ARE SEVEN DAYS IN A WEEK.	
12.		HOW MANY DAYS ARE THERE IN A WEEK?	THERE ARE SEVEN DAYS IN A WEEK.	
13.	Indicates to the class that it should listen.	WHAT DAY IS IT? IT'S MONDAY.* TODAY IS MONDAY.		
14.		IT'S MONDAY. TODAY IS MONDAY.	IT'S MONDAY. TODAY IS MONDAY.	

*Use the actual day of the week.

#126

Communication Activity

Materials needed: Copies of Stencil #1 used in the Presentation.
A shield.
16 red counters for the A team.
16 blue counters for the B team.

Aim: To see which team gets the most counters in four rounds.

Starting Position: Each pupil has a copy of Stencil #1 in front of himself.
The shield is up between the A's and the B's.

Description of Play: #126

A-1: Puts a counter on the word "Wednesday" of his sheet.
He says: WEDNESDAY
A-2 puts a counter on "Wednesday" of his sheet.
A-1 removes the shield. The position of the counters match.
They keep their counters.

B-1: Puts a counter on "Friday" of his sheet.
He says: FRIDAY
B-2 puts a counter on "Friday" of his sheet.
B-1 removes the shield. The positions of the counters match.
They each keep their counters.

*A-2: Puts a counter on "Sunday" of his sheet.
He says: SUNDAY
A-1 puts a counter on "Saturday"
A-2 removes the shield. The positions of the counters do not match.
A-2 keeps his counter; A-1 returns his counter.

*B-2: Puts a counter on "Thursday" of his sheet.
He says: TUESDAY.
B-1 puts a counter on "Tuesday"
B-2 removes the shield. The positions of the counters do not match.
B-1 keeps his counter; B-2 returns his counter.

*A mistake has been included in these descriptions.

UNIT #127

Pattern: THERE ARE TWELVE MONTHS IN A YEAR. LET'S COUNT THEM.

ONE JANUARY
TWO FEBRUARY
THREE MARCH
FOUR APRIL
FIVE MAY
SIX JUNE
SEVEN JULY
EIGHT AUGUST
NINE SEPTEMBER
TEN OCTOBER
ELEVEN NOVEMBER
TWELVE DECEMBER

Teaching Points:

1 The numbers SEVEN - TWELVE are introduced, as well as the question WHAT DAY/MONTH IS IT? and the answer IT'S MONDAY/JANUARY.*

2. Reading recognition of the months of the year is taught. Pronunciation practice of the months of the year is provided. Do not expect your pupils to remember the months of the year at once. They will be reviewed in the following lessons.

*Use the actual day and month of the lesson.

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#127

PRESENTATION

Teacher needs: Copy of Stencil #2

	TEACHER		CLASS
	DOES THIS	SAYS THIS	SAYS THIS
1.	Indicates to class that it should listen, points to the calendar, first to the days of the week, then to the months of the year.	LOOK AT THE CALENDAR. IT TELLS US THE DAYS OF THE WEEK. IT TELLS US THE MONTHS OF THE YEAR.	
2.		THERE ARE TWELVE MONTHS IN A YEAR.	THERE ARE TWELVE MONTHS IN A YEAR.
3.		LET'S COUNT THEM.	LET'S COUNT THEM.
4	Acts out "counting" till 12 holding up both hands.	ONE, TWO,....TWELVE.	ONE, TWO,.....TWELVE.
5.	Writes number #1 to #12 on the board.		
6.	Points up to #1; and to January on the calendar	JANUARY	JANUARY
7.	Follows Step 6 pointing to #2, then to #3, etc., and pointing to February then March, etc., until reaching December.	FEBRUARY, MARCH, APRIL, MAY, JUNE, JULY, AUGUST, SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER.	FEBRUARY, MARCH, APRIL, MAY, JUNE, JULY, AUGUST, SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER.
8.	Holds the calendar so all can see; points to each month in turn.	JANUARY, FEBRUARY, MARCH, APRIL, MAY,.....DECEMBER.	JANUARY, FEBRUARY, MARCH, APRIL, MAY,.....DECEMBER.
9.	Indicates day of the week on the calendar.	WHAT DAY IS IT? IT'S (TUESDAY).* TODAY IS (TUESDAY).	IT'S (TUESDAY). TODAY IS (TUESDAY).
10.	Indicates month on the calendar.	WHAT MONTH IS IT? IT'S (JANUARY).*	IT'S (JANUARY).

*Use actual day and month of the lesson.

REVIEW DRILL

#127

	TEACHER		CLASS
	DOES THIS	SAYS THIS	SAYS THIS
1.		THERE ARE SEVEN DAYS IN A WEEK.	THERE ARE SEVEN DAYS IN A WEEK.
2.	Points to the day on the calendar.	WHAT DAY IS IT? IT'S TUESDAY.* TODAY IS TUESDAY.	
3.	Indicates "repeat."	TODAY IS TUESDAY.	TODAY IS TUESDAY.
4.	Indicates to class that it should listen.	WHAT DO WE DO ON TUESDAY? WE GO TO SCHOOL ON TUESDAY.	
5.		WE GO TO SCHOOL ON TUESDAY.	WE GO TO SCHOOL ON TUESDAY.
6.		DO WE GO TO SCHOOL ON SUNDAY?	
7.	Shakes his head.	NO, WE DON'T. WE DON'T GO TO SCHOOL ON SUNDAY.	NO, WE DON'T. WE DON'T GO TO SCHOOL ON SUNDAY.
8.	Acts out "counting."	WE GO TO SCHOOL ON MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY.	WE GO TO SCHOOL ON MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY.

*Use the actual day of the week.

#127

Communication Activity

Materials needed: Copies of Stencil #2 used in the Presentation.

A shield.

16 red counters for the A Team.

16 blue counters for the B Team.

Aim: To see which team gets the most counters in four rounds.

Starting Position: Each pupil has a copy of Stencil #2 in front of himself.

The shield is up between the A's and the B's.

Description of Play:

A-1: Puts a counter on the word "March" of his sheet.
He says: MARCH.
A-2 puts a counter on "March" of his sheet.
A-1 removes the shield. The positions of the counters match.
They each keep their counters.

B-1: Puts a counter on "February" of his sheet.
He says: FEBRUARY.
B-2 puts a counter on "February" of his sheet.
B-1 removes the shield. The positions of the counters match.
They each keep their counters.

*A-2: Puts a counter on "June" of his sheet.
He says: JUNE.
A-1 puts a counter on "July."
A-2 removes the shield. The positions of the counters do not match.
A-2 keeps his counter; A-1 returns his counter.

*B-2: Puts a counter on "May" of his sheet.
He says: MARCH
B-1 puts a counter on "March."
B-2 removes the shield. The positions of the counters do not match.
B-1 keeps his counter; B-2 returns his counter.

*A mistake has been included in these descriptions.

UNIT #128

Pattern: WHAT IS THIS? IT'S A NUMBER.
WHAT ARE THESE? THEY'RE NUMBERS. ONE TO THIRTY.

Teaching Points:

1. The pupils are given review in speaking, reading and writing the numbers ONE to THIRTY.
2. The follow-up Activity is meant to give pupils practice in numerical sequence. This Activity can also be used by the teacher as a test of her pupils' understanding of this mathematical principle.

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PRESENTATION

Teacher: It may be helpful to write the numbers #1-#31 as they might appear on a calendar or the blackboard before the class begins.

Since the goal of Units #126 to #130 is for each child to make and use his own calendar, you should try to have a calendar in the classroom. When saying the numbers, you may also point to the numbers on a page of the calendar (as well as to the numbers on the blackboard).

TEACHER		CLASS
DOES THIS	SAYS THIS	SAYS THIS
1. Points to #1 on the blackboard.	WHAT'S THIS? IT'S A NUMBER.	IT'S A NUMBER.
2. Points to #1.	ONE.	ONE.
3. Indicates all the numbers.	WHAT ARE THESE? THEY ARE NUMBERS.	THEY ARE NUMBERS.
4. Points to #2.	WHAT'S THIS? TWO.	TWO.
5. Points to #3.		THREE
6. Repeats Step 5 for numbers #4-#12.		
7. Points to #13.	THIRTEEN.	THIRTEEN.
8. Repeats Step 7 for numbers #14-#20.		
9. Holds up both hands; counts till #10.	ONE, TWO...TEN.	ONE, TWO...TEN.
10. Holds up both hands; continues counting till #20.	ELEVEN, TWELVE...TWENTY.	ELEVEN, TWELVE...TWENTY.
11. Repeats Step 7 for numbers #21-#22.		
12. Holds up both hands, acts out "counting" till #10.		ONE, TWO...TEN.

TEACHER		CLASS #128
DOES THIS	SAYS THIS	SAYS THIS
13. Holds up both hands; continues "counting" till #20.	ELEVEN, TWELVE....TWENTY.	
14. Holds up one hand; continues "counting" till #25.	TWENTY-ONE, TWENTY-TWO....TWENTY-FIVE.	TWENTY-ONE...TWENTY-FIVE.
15. Holds up both hands; continues "counting" till #30.	TWENTY-SIX, TWENTY-SEVEN....THIRTY.	TWENTY-SIX...THIRTY.
16. Counts to #12, beating time with a ruler on the desk (one beat for each number).	ONE, TWO....TWELVE.	ONE...TWELVE.
17. Counts from #13 to #31, beating time with a ruler on the desk (two beats for each number).	THIRTEEN, FOURTEEN....THIRTY-ONE.	THIRTEEN...THIRTY-ONE.

Preliminary Activity

Materials needed: Each pupil needs a copy of Stencil #1.

Aim: For each pupil to complete the paper by putting the correct numbers in the blank spaces.

Starting Position: Each pupil has a pencil and the calendar page in front of himself.

He writes his name on the back of the stencil.

The teacher points to the square which should contain "1" according to the month it is.

At the word "go", all the pupils start to fill in the blanks.

Follow-up Activity

Materials needed: Each pupil needs a copy of Stencil #3.

Aim: For each pupil to get practice in the sequence of numbers.

Starting Position: Each pupil has a copy of Stencil #3 and a pencil.

Description of Play: The pupils are instructed to fill in the blanks of each section, starting with section A, and proceeding to section #.*

*Step A is the easiest step; the steps get more difficult as the pupils go along. This is an activity which will need to be done more than once, and some children will find the idea of numerical sequence difficult to understand at first. If certain children continue to find it difficult to understand "what number comes next," they can be helped by the children who have already grasped the idea of sequence.

UNIT #129

Pattern: TODAY IS (MONDAY). YESTERDAY WAS (SUNDAY).

IT'S (JANUARY). (JANUARY) HAS THIRTY-ONE DAYS.*

Teaching Points:

1. YESTERDAY is introduced in contrast with TODAY.

2. Reading recognition of the days of the week is taught.

3. A Practice Activity has been included but not a regular Communication Activity. It is suggested that the patterns "Today is ___________," and "Yesterday was _________" be practiced and used daily at the beginning of a class until they can be used with ease, and reviewed from time to time afterwards.

*Use the actual day of the week.

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#129

PRESENTATION

Teacher needs: 1) A calendar or a copy of Stencil #1.

2) It may be helpful to write the days of the week on the blackboard before the class begins.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		WHAT DAY IS IT? SAY: IT'S (MONDAY).	IT'S (MONDAY). TODAY IS (MONDAY).	
2.	Points in front of himself.	TODAY IS (MONDAY).	TODAY IS (MONDAY).	
3.	Points behind himself.	YESTERDAY WAS (SUNDAY).	YESTERDAY WAS (SUNDAY).	
4.	Points in front of himself.		TODAY IS (MONDAY).	
5.	Points behind himself.	YESTERDAY WAS (SUNDAY).	YESTERDAY WAS (SUNDAY).	
6.	Points to "Monday" on the blackboard.	TODAY IS (MONDAY).	TODAY IS (MONDAY).	
7.	Points to "Sunday."	YESTERDAY WAS (SUNDAY).	YESTERDAY WAS (SUNDAY).	
8.	Points to "Sunday."	YESTERDAY WAS (SUNDAY).	SUNDAY.	
9.	Repeats Step 8, till he has gone through all the days of the week.			
10.		WHAT MONTH IS IT? IT'S (JANUARY).	IT'S JANUARY.	
11.		JANUARY HAS THIRTY-ONE DAYS.		
12.		LET'S COUNT THE DAYS.	LET'S COUNT THE DAYS.	

UNIT #129

Pattern: TODAY IS (MONDAY). YESTERDAY WAS (SUNDAY).

IT'S (JANUARY). (JANUARY) HAS THIRTY-ONE DAYS.*

Teaching Points:

1. YESTERDAY is introduced in contrast with TODAY.

2. Reading recognition of the days of the week is taught.

3. A Practice Activity has been included but not a regular Communication Activity. It is suggested that the patterns "Today is ____________," and "Yesterday was __________" be practiced and used daily at the beginning of a class until they can be used with ease, and reviewed from time to time afterwards.

*Use the actual day of the week.

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TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
13. Acts out "counting," but only counts aloud when pupils are having difficulty	ONE, TWO...	ONE, TWO...	They count to #31.
14. Points to A-1.	COUNT FROM ONE TO EIGHT.	ONE, TWO...EIGHT.	
15. Points to B-1.	COUNT FROM NINE TO SIXTEEN.	NINE, TEN...SIXTEEN.	
16. Points to A-2.	COUNT FROM SEVENTEEN TO TWENTY-FOUR.	SEVENTEEN, EIGHTEEN... TWENTY-FOUR.	
17. Points to B-2.	COUNT FROM TWENTY-FIVE TO THIRTY-TWO.	TWENTY-FIVE, TWENTY-SIX... THIRTY-TWO.	
18.	JANUARY HAS THIRTY-ONE DAYS.	JANUARY HAS THIRTY-ONE DAYS.	
19.	FEBRUARY HAS TWENTY-EIGHT DAYS.	FEBRUARY HAS TWENTY-EIGHT DAYS.	
20. Repeats Step 18 until he has gone through all the months.			

#129

PRACTICE ACTIVITY

Materials needed: Each pupil needs a copy of Stencil #1. He writes his name or number on the back of it.

Aim: For each pupil to make a calendar page of the current month.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a copy of Stencil #1.	LET'S MAKE A CALENDAR.	LET'S MAKE A CALENDAR.	
2.	Hangs copy of Stencil #1 on the blackboard, points to Sunday	SUNDAY	SUNDAY	They look at "Sunday" on their copy.
3.	Points to "Monday." ...	MONDAY	MONDAY	They look at "Monday" on their copy.
4.	Repeats Step 3 till he has gone through all the days of the week.			
5.	Writes "January" in large print on the blackboard, points to it.	JANUARY	JANUARY	
6.	Prints "January" in the top row of the copy of Stencil #1, (the row above the days of the week). Writes "J" in the second square, "A" in the third, and so on.			They write "J" in the second square, "A" in the third, and so on.
7.		SHOW ME YOUR CALENDARS.		They hold up their calendars.
8.		JANUARY HAS THIRTY-ONE DAYS.	JANUARY HAS THIRTY-ONE DAYS.	
9.	Writes "1" on the calendar for the first day of the month. (i.e., if the first day of the month was Monday, write the "1" under "Monday.")			They imitate the teacher.
10.	Writes "2" for the second day.	WRITE IN THIRTY-ONE NUMBERS.		They imitate the teacher; fill up their calendar pages.
11.	Writes in the numbers.	WRITE IN THIRTY-ONE NUMBERS		
12.		GIVE ME YOUR CALENDARS.		They do it.

UNIT #130

Pattern: TODAY IS MONDAY.
YESTERDAY WAS SUNDAY.
TOMORROW IS TUESDAY.

THIS MONTH IS JANUARY.
LAST MONTH WAS DECEMBER.

Teaching Points:

1. This is mainly a review Unit (reviewing #126-#129) although the words TOMORROW and LAST are introduced
2. A reading review is made of the days of the week.
3. A "Days and Months" song is sung, to review the months.
4. Additional pages of the calendar are made in the Activity, to review the numbers.
5. Instead of a test, a follow-up activity is suggested for daily classroom use.

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#130

PRESENTATION

Teacher needs:
1) A calendar.
2) A blank copy of Stencil #1 (calendar page)
3) It may be helpful to write the days of the week on the blackboard before the class begins.

Each pupil needs: A blank copy of Stencil #1. If the pupils completed their copy correctly in the last Unit, it may be given back to them to use as part of the calendar they are making. If many mistakes were made, discard this page, and start the calendar again.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		WHAT DAY IS IT?	IT'S MONDAY.	
2.	Points to the day of the week on the calendar page.	WHAT'S TODAY?	TODAY IS MONDAY.	They point to the day of the week.
3.	Points to the previous day.	WHAT WAS YESTERDAY?	YESTERDAY WAS SUNDAY.	They imitate the teacher.
4.	Points to the next day.	WHAT'S TOMORROW? TOMORROW'S TUESDAY.	TOMORROW'S TUESDAY.	They imitate the teacher.
5.		TOMORROW'S TUESDAY.	TOMORROW'S TUESDAY.	
6.	Points to "Tuesday" on the board, and to A-1.	WHAT DAY IS THIS?	(A-1 says) TUESDAY.	
7.	Repeats Step 6 with B-1, A-1, and B-2, using different days of the week.			
8.		WHAT MONTH IS IT?	IT'S JANUARY.	
9.		HOW MANY MONTHS ARE THERE IN A YEAR?	THERE ARE TWELVE MONTHS IN A YEAR.	

	TEACHER		CLASS #130
	DOES THIS	SAYS THIS	SAYS THIS
10.	Turns the pages of the calendar (or points to the month divisions, if it is a one-page calendar) as they say each month.	TELL ME THE MONTHS OF THE YEAR.	JANUARY, FEBRUARY, etc.
11.	Points in front of himself.	THIS MONTH IS JANUARY.	THIS MONTH IS JANUARY.
12.	Points behind himself.	LAST MONTH WAS DECEMBER.	LAST MONTH WAS DECEMBER.
13.		HOW MANY DAYS HAS JANUARY?	JANUARY HAS THIRTY-ONE DAYS.

#130

Practice Activity

Materials needed: Each pupil needs one or more copies of Stencil #1 (depending on the available time and the ability of the pupils, as shown by the calendar pages they made in the previous Unit). He writes his name or number on the back.

Aim: For each pupil to make one or more calendar pages of months chosen by the teacher.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a filled in, then a blank copy of Stencil #1, indicates to class that it should listen.	WHAT DID WE DO YESTERDAY? WE MADE A CALENDAR YESTERDAY. THIS IS THE CALENDAR WE MADE YESTERDAY. IT SHOWS THE MONTH OF JANUARY. LET'S MAKE A CALENDAR TODAY SHOWING THE MONTH OF FEBRUARY.		
2.	Writes "February" in large print on the blackboard.	FEBRUARY	FEBRUARY	
3.	Prints "February" in the top row of the copy of Stencil #1. Writes "F" in the first square, "E" in the second square, and so on.			They imitate the teacher.
4.	Writes #28 on the board.	HOW MANY DAYS DOES FEBRUARY HAVE?	FEBRUARY HAS TWENTY-EIGHT DAYS.	
5.	Writes "1" on the calendar for the first day of February.			They imitate the teacher.
6.		FINISH YOUR CALENDAR.		They do it.
7.	Observes the pupils. When they are about half-way finished says:	HOW MANY DAYS DOES FEBRUARY HAVE?	FEBRUARY HAS TWENTY-EIGHT DAYS.	
8.		HOW MANY DAYS ARE YOU PUTTING IN YOUR CALENDAR?	TWENTY-EIGHT DAYS.	
9.		GIVE ME YOUR CALENDARS.		They do it.

#130

Follow-Up Activity

Materials needed: A large sheet of paper
Tacks
Tape
Large cards for making number cards #1-28* to fit on the sheet of paper

Aim: To have the pupils make and keep a large classroom calendar which can be used daily (or whenever appropriate) for practicing the patterns in Units #126-129.

Description: Guide one group of pupils in making a large copy of a calendar page (use Stencil #3 as a model) on one of the large sheets of paper, and also, number cards #1-28 which can be used in the squares on the calendar. Using some other calendar for a model, have the pupils copy the name of the current month, and label the days of the week. Tape or tack the calendar page on a wall low enough so that the pupils can reach it easily.

Starting Position: If the starting position is Monday, February 2nd, the following dialogue might take place before the daily lesson. (The dates below are only examples; use the appropriate dates.)

Teacher: WHAT DAY IS TODAY?
Pupil 1: TODAY IS MONDAY, FEBRUARY 2ND. (He points to Monday and tapes a #2 card under Monday on the top line.)
Teacher: WHAT DAY WAS YESTERDAY?
Pupil 2: YESTERDAY WAS SUNDAY, FEBRUARY 1ST.
Teacher: WHAT DAY IS TOMORROW?
Pupil 3: TOMORROW IS TUESDAY, FEBRUARY 3RD.
Teacher: THIS MONTH IS FEBRUARY. WHAT WAS LAST MONTH?
Pupil 4: LAST MONTH WAS JANUARY.
Teacher: WHAT IS NEXT MONTH?
Pupil 5: NEXT MONTH IS MARCH.

Ask different pupils the questions each day until the responses can be made easily. When this has been accomplished, have other pupils ask the questions, too. At the end of the month, choose a different group to make a new calendar page following the same procedure in the "Description."

UNIT #131

ORDINAL NUMBERS

Pattern: MONDAY, JANUARY FIRST

Teaching Point:

This Unit introduces ordinal numbers.

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#131

PRESENTATION

Teacher needs: A completed calendar page (Stencil #1).

Each pupil needs: A completed calendar page, Everyone must have the same month. These should be pages completed by the pupils in the previous Unit. The teacher should correct the mistakes (if there are too many, the previous Activity should by re-played), and return correct calendar pages to the pupils.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		HOW MANY DAYS ARE THERE IN A WEEK?	THERE ARE SEVEN DAYS IN A WEEK.	
2.	Acts out "counting."	THE FIRST DAY IS SUNDAY.	THE FIRST DAY IS SUNDAY.	
3.	Acts out "counting."	THE SECOND DAY IS MONDAY.	THE SECOND DAY IS MONDAY.	
4.	Repeats Step 3, until he has counted the seven days of the week.			
5.		HOW MANY MONTHS ARE THERE IN A YEAR?	THERE ARE TWELVE MONTHS IN A YEAR.	
6.	Acts out "counting."	THE FIRST MONTH IS JANUARY.	THE FIRST MONTH IS JANUARY.	
7.	Repeats Step 6, until he has counted the 12 months of the year.			
3.	Holds up a completed calendar page, showing January (i.e., whichever page all the pupils completed in the last Unit); indicates to class that it should listen.	LOOK AT YOUR CALENDAR. THIS MONTH IS JANUARY. JANUARY HAS THIRTY-ONE DAYS.		
9.	Points to the first day of the month on the calendar.	THE FIRST DAY OF JANUARY IS MONDAY.	THE FIRST DAY OF JANUARY IS MONDAY.	They point to the first day of the month on their calendar.
10.	Points to the word "Monday" on the calendar, then to "January" then to "1."	MONDAY, JANUARY FIRST.	MONDAY, JANUARY FIRST.	They point to their own calendar as the teacher does.

	TEACHER		CLASS	#131
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to the word "Tuesday," then to "January," then to "2."	TUESDAY, JANUARY SECOND.	TUESDAY, JANUARY SECOND.	
12.	Repeats Step 11, until he reaches January 10.			
13.	Acts out "counting," holding up both hands and counting until 10.	FIRST, SECOND, THIRD, etc.	FIRST, SECOND, THIRD, etc.	
14.	Points to the "Thursday," then to "January," then to "11."	THURSDAY, JANUARY ELEVENTH.	THURSDAY, JANUARY ELEVENTH.	They follow the date on their own calendar.
15.	Repeats step 14, until he reaches January 20.			
16.	Acts out "counting," holding up both hands and counting from #11 to #20.	ELEVENTH, TWELFTH, etc.	ELEVENTH, TWELFTH, etc.	
17.	Points to the word "Sunday," then to "January," then to "21."	SUNDAY, JANUARY TWENTY-FIRST.	SUNDAY, JANUARY TWENTY-**FIRST.**	They follow the date on their own calendar.
18.	Repeats Step 17, until he reaches January 31.			
19.	Acts out "counting," holding up both hands, and counting from #21 to #31.	TWENTY-FIST, TWENTY-SECOND, etc.	TWENTY-FIRST, TWENTY-SECOND, etc.	
20.	Points to A-1.	SAY: WHAT'S THE FIRST DAY OF THE WEEK?	WHAT'S THE FIRST DAY OF THE WEEK?	
2 21.	Points to A-2.	SAY: SUNDAY IS THE FIRST DAY OF THE WEEK.	SUNDAY IS THE FIRST DAY OF THE WEEK.	
22.	Points to B-1.	SAY: WHAT'S THE SECOND DAY OF THE WEEK?	WHAT'S THE SECOND DAY OF THE WEEK?	
23.		SAY:	MONDAY IS THE SECOND DAY OF THE WEEK.	
24.	Repeats Steps 22 and 23 with A-2 and B-2, using different days of the week.			

#131

COMMUNICATION ACTIVITY

Materials needed: 1) A filled in copy of Stencil #1 for each pupil (copies filled in by the pupils in the previous Unit, and corrected by the teacher.) All copies are of the same month, e.g., January).

2) Twelve counters (small shapee circles may be used), three for each pupil.

3) A shield.

Aim: For a pupil to match the dates on his calendar with the dates on his partner's calendar, in three moves.

Starting Position: A-1 and B-1 place their three counters in any three blank squares on their calendar page.

Description of Play:

A-1: Looks at his calendar. One of his counters is on Tuesday, January 2nd.
He says: TUESDAY, JANUARY SECOND.
A-2 places one of his counters on this date on his own calendar.

B-1: Looks at his calendar. One of his counters is on Wednesday, January 10th.
He says: WEDNESDAY, JANUARY TENTH.
B-2 places one of his counters on this date on his own calendar.

*A-1: Looks at his calendar. One of his counters is on Wednesday, January 17th.
He says: SEVENTEEN.

B-1: Looks at his calendar. One of his counters is on Sunday, January 22nd.
He says: SATURDAY, JANUARY TWENTY-SECOND.
B-2 places one of his counters on this date on his own calendar.

When all the counters are placed, the shield is removed and the team-mates compare their calendars. The activity is re-played, if time permits, with the team-mates exchanging places.

*A mistake has been included in this description. It does not cause the activity to break down because A-2 can make a correct move with the information "seventeen" (i.e., he can put a counter on space #17). In the demonstration, the teacher should show such a mistake. He should also show how the opposite team rejects this move and will not allow the activity to continue.

UNIT #132

Pattern: IT'S A RED CARD. IT'S A RED CRAYON. COLOR THE CARD RED. (LEAVE IT WHITE).

BLUE	BLUE	BLUE.
YELLOW	YELLOW	YELLOW.
GREEN	GREEN	GREEN.
BROWN	BROWN	BROWN.
BLACK	BLACK	BLACK.
WHITE		

(DO NOT) COLOR THE FIRST SQUARE RED.

SECOND	BLUE.
THIRD	YELLOW.
FOURTH	GREEN.
FIFTH	BROWN.
SIXTH	BLACK
SEVENTH	

Teaching Points:

1. This Unit teaches the verb "to color" and the noun "color."

2. It teaches three new colors: brown, black, white.

3. This Unit contains a Preliminary Activity and a Communication Activity. They can be used on the same day if time permits or on consecutive days. Note that in the Communication Activity two requirements are to be met: the correct color and correct ordinal number. Be sure to point this out to the pupils when demonstrating the activity to them.

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#132

PRESENTATION

Teacher needs: 1) The following color cards, made from a copy of Stencil #4:
red, brown, yellow, white, green, blue, black

2) A set of blank (white) cards made from Stencil #4

3) The following crayons:
red, brown, yellow, green, blue, black

TEACHER		CLASS
DOES THIS	SAYS THIS	SAYS THIS
1. Holds up a red card.	WHAT'S THIS?	IT'S A RED CARD.
2. Holds up a blue card.	WHAT'S THIS?	IT'S A BLUE CARD.
3. Holds up a yellow card.	WHAT'S THIS?	IT'S A YELLOW CARD.
4. Holds up a green card.	WHAT'S THIS?	IT'S A GREEN CARD.
5. Holds up a red card.	THE COLOR OF THE CARD IS RED. SAY: THE COLOR IS RED.	THE COLOR IS RED.
6. Holds up a blue card.	SAY: THE COLOR IS BLUE.	THE COLOR IS BLUE.
7. Holds up a yellow card.	SAY: THE COLOR IS YELLOW.	THE COLOR IS YELLOW.
8. Holds up a green card.	SAY: THE COLOR IS GREEN.	THE COLOR IS GREEN.
9. Holds up a brown card.	SAY: THE COLOR IS BROWN.	THE COLOR IS BROWN.
10. Holds up a black card.	SAY: THE COLOR IS BLACK.	THE COLOR IS BLACK.
11. Holds up a white card.	SAY: THE COLOR IS WHITE.	THE COLOR IS WHITE.
12. Holds up a brown card.	WHAT'S THIS?	IT'S A BROWN CARD.

TEACHER		CLASS
DOES THIS	SAYS THIS	SAYS THIS
13. Holds up a black card.	WHAT'S THIS?	IT'S A BLACK CARD.
14. Holds up a white card.	WHAT'S THIS?	IT'S A WHITE CARD.
15. Holds up a red crayon.	THIS IS A CRAYON. IT'S A RED CRAYON. SAY: IT'S A RED CRAYON.	IT'S A RED CRAYON.
16. Repeats Step 15 holding up, in succession, the blue, yellow, green brown and black crayon.	WHAT'S THIS?	IT'S A BLUE CRAYON.
17. Holds up the red crayon and white card.	I CAN COLOR WITH A CRAYON. SAY: COLOR THE CARD RED.	COLOR THE CARD RED.
18. The teacher does it, and holds up the card.	I COLORED IT. WHAT COLOR IS IT?	IT'S RED.
19. Repeats Steps 17-18 with each of the colors except white.		
20. Holds up a white card.	SAY: DO NOT COLOR THE CARD. LEAVE IT WHITE.	DO NOT COLOR THE CARD. LEAVE IT WHITE.

#132

PRELIMINARY ACTIVITY

Materials needed: 1) Each pupil has a copy of Stencil #4.

2) Each group has at least one set of crayons.

3) Each group has a pair of scissors.

Aim: To color the numbered squares according to the directions given by the teacher.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up Stencil #4; points to the long black line.	CUT HERE.		They do it.
2.	Holds up the picture part of the card.	PUT THIS AWAY.		They put it in their desks.
3.	Holds up the strip with numbered squares; points to Square #1.	THE FIRST SQUARE	THE FIRST SQUARE	
4.	Points to Square #2.	THE SECOND SQUARE	THE SECOND SQUARE	
5.	Repeats Step 3 pointing to all the squares in succession.		THE THIRD SQUARE, THE FOURTH SQUARE, etc.	
6.	Points to Square #1.	COLOR THE FIRST SQUARE RED.		They do it.
7.	Points to Square #2.	COLOR THE SECOND SQUARE GREEN.		They do it.
8.		COLOR THE THIRD SQUARE BROWN.		They do it.
9.		COLOR THE FOURTH SQUARE BLUE.		They do it.
10.		COLOR THE FIFTH SQUARE YELLOW.		They do it.
11.		COLOR THE SIXTH SQUARE BLACK.		They do it.
12.		DO NOT COLOR THE SEVENTH SQUARE. LEAVE IT WHITE.		They do it.

TEACHER		CLASS #132
DOES THIS	SAYS THIS	DOES THIS
13. Holds up his colored squares; points to each square in succession, naming out the colors.		Each pupil checks the results of his card with the teacher's.
14.	CUT THE SQUARES APART.	They do it.
15.	SAVE THE SQUARES.	They put them away.

#132

COMMUNICATION ACTIVITY

Materials needed: 1) Each pupil has a copy of Stencil #4

2) Each pupil has the set of colored number cards he made in the Preliminary Activity

3) A pair of scissors

4) A shield

5) A set of crayons. 6) Some extra white squares.

Aim: For a pupil to color squares according to the directions given by his team-mate.

Starting Position: Teacher follows Steps 1 and 2 of the Preliminary Activity. Each pupil then has a strip of blank number cards, as well as a set of colored number cards.

Description of Play:

A-1: Picks out one of his color cards (brown), puts it on the third square on his strip.
He says: COLOR THE THIRD SQUARE BROWN.
A-2 does it.
A-1 removes the shield. The squares match.

A-2: Picks out a color card (green), puts it on the fourth square.
He says: COLOR THE FOURTH SQUARE GREEN.
A-1 does it.
A-2 removes the shield. The squares match.

B-1: Picks out a color card (black), puts it on the sixth square.
He says: COLOR THE SIXTH SQUARE BLACK.
B-2 does it.
B-1 removes the shield. The squares match.

*B-2: Picks out a color card (red), puts it on the first square.
He says: COLOR THE FIRST SQUARE RED.
B-1 colors the fourth square red.
B-2 removes the shield. The colors match but the ordinal position of the colored squares do not.
B-2 points to the first square on B-1's strip and says: COLOR THE FIRST SQUARE RED.

*A mistake has been included in this description. If B-1 needs a white square in the fourth position, (in order to later color it green) he may use one of the extra white squares to put over the earlier miscolored one. He may then color it green.

UNIT #133

Pattern:	COLOR	THE	(WINDOWS)	RED.	(LEAVE	THEM	WHITE.)
(DO NOT)			BASKET	BLUE			
			TABLE	GREEN			
			DOOR	YELLOW			
			BENCH	BROWN			
			POT	BLACK			
			PICTURE				
			WALLS				
			PLANT				

Teaching Point:

This Unit teaches new vocabulary: WINDOW(S), BASKET, TABLE, DOOR, BENCH, POT, WALLS.

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#133

PRESENTATION

Teacher needs: The "room" from Stencil #4.

TEACHER			CLASS
DOES THIS	SAYS THIS		SAYS THIS
1. Indicates the classroom.	SAY:	THIS IS A CLASSROOM.	THIS IS A CLASSROOM.
2. Holds up the picture "room" from Stencil #4.	SAY:	IT'S A ROOM	IT'S A ROOM.
3. Points to the door in the classroom.	SAY:	IT'S A DOOR.	IT'S A DOOR.
4. Points to the door in the picture.	SAY:	IT'S A...	IT'S A DOOR.
5. Points to a window in the classroom.	SAY:	IT'S A WINDOW.	IT'S A WINDOW.
6. Points to a window in the picture.	SAY:	IT'S A...	IT'S A WINDOW.
7. Points to a picture in the classroom.	SAY:	IT'S A PICTURE.	IT'S A PICTURE.
8. Points to the picture in the picture.	SAY:	IT'S A...	IT'S A PICTURE.
9. Points to a bench in the classroom.	SAY:	IT'S A BENCH.	IT'S A BENCH.
10. Points to the bench in the picture.	SAY:	IT'S A...	IT'S A BENCH.
11. Points to a flower pot in the classroom.	SAY:	IT'S A POT.	IT'S A POT.
12. Points to the flower pot in the picture.	SAY:	IT'S A...	IT'S A POT.
13. Points to a waste paper basket in the classroom.	SAY:	IT'S A BASKET.	IT'S A BASKET.
14. Points to the waste paper basket in the picture.	SAY:	IT'S A...	IT'S A BASKET.
15. Points to a table in the classroom.	SAY:	IT'S A TABLE.	IT'S A TABLE.
16. Points to the table in the picture.	SAY:	IT'S A...	IT'S A TABLE.

#133

PRELIMINARY ACTIVITY

Materials needed: 1) Each pupil needs "the room" from Stencil #4.

2) Each group needs at least one set of crayons and a pair of scissors.

	TEACHER		CLASS
	DOES THIS	SAYS THIS	DOES THIS
1.	Holds up "the room" stencil.	LET'S MAKE A ROOM.	They do it.
2.		COLOR THE BASKET BROWN.	They do it.
3.		DO NOT COLOR THE WINDOWS. LEAVE THEM WHITE.	They do it.
4.		COLOR THE TABLE BROWN.	They do it.
5.		COLOR THE PLANT GREEN	They do it.
6.		COLOR THE POT RED.	They do it.
7.		COLOR THE BENCH RED.	They do it.
8.		COLOR THE DOOR BLUE.	They do it.
9.		COLOR THE PICTURE RED.	They do it.
10.		COLOR THE WALLS YELLOW.	They do it.
11.	Holds up "the room;" points to one dotted line, then folds along it.	FOLD ALONG THIS LINE.	They do it.
12.	Points to the other dotted line, then folds along it.	FOLD ALONG THIS LINE.	They do it.
13.	Cuts the door open.	CUT ALONG THE RIGHT SIDE OF THE DOOR AND ALONG THE TOP.	They do it.

TEACHER		CLASS #133
DOES THIS	SAYS THIS	SAYS THIS
17. Points to a plant in the classroom.	SAY: IT'S A PLANT.	IT'S A PLANT.
18. Points to the plant in the picture.	SAY:	IT'S A PLANT.
19. Points to a wall in the classroom.	SAY: IT'S A WALL.	IT'S A WALL.
20. Points to a wall in the picture.	SAY:	IT'S A WALL.

#133

Communication Activity

Materials needed: 1. Each pupil needs "the room" from Stencil #4.

2. A set of crayons.

3. A shield.

Aim: To match four colors on the cards. When this has been accomplished, each pupil can color the remainder of his card as he wishes.

Starting Position: Each pupil has his "room" in front of himself.

The shield is in front of A-1, hiding his "room" from the other members of the group.

#133

Description of Play:

A-1: Colors the basket red.
Says: COLOR THE BASKET RED.
B-1, B-2, and A-2 do it.
A-1 removes the shield. The pictures match.

B-1: Colors the window blue.
Says: COLOR THE WINDOW BLUE.
A-1, A-2, and B-2 do it.
B-1 removes the shield. The pictures match.

A-2: Colors the bench yellow.
Says: COLOR THE BENCH YELLOW.
A-1, B-1, and B-2 do it.
A-2 removes the shield. The pictures match.

*B-2: Colors the table black.
Says: COLOR THE TABLE BLACK.
B-1 and A-1 color the table black. A-2 colors it brown.
B-2 removes the shield. B-1's and A-1's pictures match; A-2's does not match the others.
B-2 points to the table in A-2's picture and holds up his black crayon.

The pupils may complete coloring the remainder of the picture in any colors they wish.

*A mistake has been included in this description.

#134

PRESENTATION

Teacher needs: 1) A ruler

2) Sticks (or straws, strips of cardboard, etc.) in different to-the-inch lengths (i.e., 2, 5, 8 inch lengths, but no 2½ or 5½ inch lengths). One stick of each length is needed for each group of 4 pupils.

Each pupil needs: A 12 inch ruler.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a ruler.	THIS IS A RULER.	**THIS IS A RULER.**	They hold up their rulers.
2.		IT'S TWLEVE INCHES LONG.	IT'S TWELVE INCHES LONG.	
3.	Points to the inch divisions on the ruler.	IT'S TWELVE INCHES LONG.	IT'S TWELVE INCHES LONG.	They point to the inch divisions on their rulers.
4.		LET'S COUNT THE INCHES.	LET'S COUNT THE INCHES.	
5.	Points to the first inch division.	ONE INCH	ONE INCH	They point to the first inch division.
6.	Draws his hand along the top of the ruler, over the first and second inches.	TWO INCHES	TWO INCHES	They imitate the teacher.
7.	Draws his hand along the top of the ruler, over the first, second and third inches.	THREE INCHES	THREE INCHES	They imitate the teacher.
8.	Repeats Step 7, drawing his hand over more and more of the ruler, until he reaches twelve inches.			
9.	Holds up the ruler.	HOW LONG IS THIS RULER? IT'S TWELVE INCHES LONG.	IT'S TWELVE INCHES LONG.	
10.	Gives a 6 inch stick to each	SAY: HOW LONG IS THE STICK?	HOW LONG IS THE STICK?	

UNIT #134

Pattern: THIS IS A RULER. IT IS TWELVE INCHES LONG.

LET'S COUNT THE INCHES ON OUR RULERS. ONE INCH(ES)

TWO

THREE

FOUR etc.

DRAW A LINE FROM ONE TO TWO.

THREE TO FOUR

FIVE TO SIX

HOW LONG IS THE LINE?

ONE INCH(ES)

TWO INCHES

THREE etc.

Teaching Points:

1. The words "ruler," "inch," "line" and "draw" are introduced.

2. This Unit teaches the pupils to measure. Act out "measuring" length by holding an object next to a ruler, so that the length of the object can be seen on the ruler.

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	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to A-2; acts out "measuring."	SAY: SIX INCHES LONG.	SIX INCHES LONG.	A-2 measures the stick.
12.	Takes back the 6 inch stick; gives each group a 2 inch stick; points to B-1.	SAY: HOW LONG IS THE STICK?	HOW LONG IS THE STICK?	
13.	Points to B-2; acts out "measuring."	SAY:	TWO INCHES	B-2 measures the stick.
14.	Takes back the 2 inch stick; gives each group a 9 inch stick; points to A-2.	SAY:	HOW LONG IS THE STICK?	
15.	Points to A-1; acts out "measuring."	SAY:	NINE INCHES	A-1 measures the stick.
16.	Takes back the 9 inch stick; gives each group the 2 inch stick; points to B-2.	SAY:	HOW LONG IS THE STICK?	
17.	Points to B-1.	SAY:	TWO INCHES	B-1 measures the stick.
18.	Steps 10-17 may be repeated if any pupils have difficulty.			

ACTIVITY

Materials needed: 1) A copy of Stencil #5 for each pupil

2) A pencil and a ruler for each pupil

Aim: For each pupil to draw 1 square, 2 triangles and a rectangle.

Preparation:

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds the ruler to the board; rules out a 10 inch line; points to the line.	A LINE	A LINE	
2.	Measures the line with the ruler.	THE LINE IS TEN INCHES LONG.	THE LINE IS TEN INCHES LONG.	
3.	Erases the line; holds the ruler to the board and marks the board with two dots, 10 inches apart. Calls the demonstration group A-1 to the board.			
4.	Points to the two dots; writes "1" under one, end "2" under the other.	DRAW A LINE FROM ONE TO TWO.		A-1 holds the ruler to the board and draws a line from one dot to the other.
5.		HOW LONG IS THE LINE?	(The demonstration A-1 says) TEN INCHES.	A-1 measures the line on the board.
6.	Marks the board with two dots; 8 inches apart; writes 3 under one and 4 under the other; calls the demonstration group B-1 to the board.			
7.		DRAW A LINE FROM THREE TO FOUR.		B-1 does it.
8.		HOW LONG IS THE LINE?	(The demonstration A-1 says) TEN INCHES.	

Description of Play:

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Hangs a copy of Stencil #5 on the board; points to dot 1 and 2; holds a ruler against these two dots.	DRAW A LINE FROM ONE TO TWO.		Each pupil holds his ruler against dot 1 and dot 2 and draws a line joining them.
2.	Points to A-1.	HOW LONG IS THE LINE?	(A-1 says) FOUR INCHES.	Everyone measures to check that he drew the correct line.
3.		DRAW A LINE FROM THREE TO FOUR.		They do it.
4.	Points to B-1	HOW LONG IS THE LINE?	(B-1 says) THREE INCHES.	Everyone checks his line.
5.		DRAW A LINE FROM FIVE TO SIX.		They do it.
6.	Points to A-2.	HOW LONG IS THE LINE?	(A-2 says) TWO INCHES.	Everyone checks his line.
7.		DRAW A LINE FROM FOUR TO SEVEN.		They do it.
8.	Points to B-2.	HOW LONG IS THE LINE?	(B-2 says) THREE INCHES.	Everyone checks his line.
9.		DRAW A LINE FROM NINE TO TEN.*		They do it.
10.		DRAW A LINE FROM NINE TO ELEVEN.*		They do it.

*Do not ask the class to measure these lines (they are not to-the-inch lengths).

#134

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.		DRAW A LINE FROM TEN TO ELEVEN.		They do it.
12.	Points to A-1	HOW LONG IS THE LINE?	SIX INCHES*	
13.		DRAW A LINE FROM ONE TO TWELVE.		They do it.
14.	Points to B-1	HOW LONG IS THE LINE?	FOUR INCHES	
15.		DRAW A LINE FROM FIFTEEN TO SEVENTEEN.		They do it.
16.	Points to A-2	HOW LONG IS THE LINE?	TWO INCHES	
17.		DRAW A LINE FROM TWO TO THIRTEEN.		They do it.
18.	Points to B-2	HOW LONG IS THE LINE?	FOUR INCHES	
19.		DRAW A LINE FROM FIVE TO FIFTEEN.		They do it.
20.	Points to A-1	HOW LONG IS THE LINE?	FOUR INCHES	
21.		DRAW A LINE FROM TWELVE TO THIRTEEN.		They do it.
22.	Points to B-1	HOW LONG IS THE LINE?	FOUR INCHES	
23.		DRAW A LINE FROM SIX TO SEVENTEEN.		They do it.
24.	Points to A-2	HOW LONG IS THE LINE?	FOUR INCHES	
25.		DRAW A LINE FROM THREE TO SEVEN.		They do it.**

---

*Each pupil measures each line that he draws. You may wish to divide this activity into two sessions, as the task of measuring from "dot" to "dot" is tiring to the beginning learner.

**This is not a "to the inch" measurement, so do not ask the pupils to measure it.

UNIT # 135

Pattern:	THIS	IS	(A)	SQUARE(S).	TWO	LITTLE	SQUARES	MAKE	ONE	BIG	SQUARE.
	THESE	ARE		TRIANGLE(S)	FOUR	SHORT	TRIANGLES			LONG	TRIANGLE
				RECTANGLE(S)			LINES				LINE

THE	LITTLE	SQUARE	IS	A	HALF	OF	THE	BIG	SQUARE.
	SHORT	LINE			QUARTER			LONG	TRIANGLE.
		TRIANGLE							LINE.

Teaching Points:

1. The words "triangle", "rectangle", "quarter", and "half" are introduced.
2. This Unit teaches the pupils to divide.

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#135

PRESENTATION

Teacher needs: 1) A completed copy of Stencil #5.
2) It may be helpful to draw a triangle, a square and a line on the board before the class. (Mark these lightly with divisions so you will be able to divide the squares and the line into quarters, and the triangle into two.)

Each pupil needs: The copy of Stencil #5 completed in the previous activity.

Each group needs: A pair of scissors.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a copy of Stencil #5.	SHOW ME YOUR PAPERS.		They hold up their completed copies of Stencil #5.
2.	Points to the big square.	WHAT'S THIS?	IT'S A SQUARE.	
3.	Points to the big triangle.	THIS IS A TRIANGLE.	THIS IS A TRIANGLE.	They have their stencils in front of themselves; point to their big triangle.
4.	Points to the little triangle.	THIS IS A TRIANGLE.	THIS IS A TRIANGLE.	They point, as above.
5.	Points to the big triangle.	A BIG TRIANGLE.	A BIG TRIANGLE.	
6.	Points to the little triangle.	A LITTLE TRIANGLE.	A LITTLE TRIANGLE.	
7.	Points to the rectangle.	THIS IS A RECTANGLE.	THIS IS A...	They point, as above.
8.	Points to the rectangle.	WHAT IS THIS?	IT'S A RECTANGLE.	
9.	Points to the 2 triangles.	WHAT ARE THESE?	THEY ARE TRIANGLES.	
10.	Holds up a pair of scissors; starts to cut out Stencil #5.	LET'S CUT OUT OUR SQUARE, OUR RECTANGLE, AND OUR TRIANGLES.	LET'S CUT OUT OUR SQUARE, OUR RECTANGLE, AND OUR TRIANGLES.	They do it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Folds a rectangle in half (so it forms 2 squares)	LET'S FOLD OUR RECTANGLES IN HALF.	LET'S FOLD OUR RECTANGLES IN HALF.	They do it.
12.	Cuts the rectangle in half.	LET'S CUT OUR RECTANGLES IN HALF.	LET'S CUT OUR RECTANGLES IN HALF.	They do it.
13.	Holds up the resulting little squares.	WHAT ARE THESE?	THEY ARE SQUARES.	
14.	Points to A-1 and B-1.	TAKE A BIG SQUARE AND FOUR LITTLE SQUARES.		They do it. (They take additional little squares from their team-mates.)
15.	Holds up 4 little squares and a big one; then lays the 4 little squares on the big one, showing how the 4 little squares fit exactly in the big square. Helps the students to do this.	FOUR LITTLE SQUARES MAKE ONE BIG SQUARE.	FOUR LITTLE SQUARES MAKE ONE BIG SQUARE.	A-1 and B-1 fit 4 little squares on their big squares, while A-2 and B-2 look on.
16.		FOUR LITTLE SQUARES MAKE ONE BIG SQUARE.	FOUR LITTLE SQUARES MAKE ONE BIG SQUARE.	They look at their arrangements of squares.
17.	Points to A-2 and B-2.	TAKE A BIG TRIANGLE AND TWO LITTLE TRIANGLES.		They do it. (They take additional little triangles from their team-mates.
18.	Lays the two little triangles on the big triangle, showing how the little triangles fit exactly in the big one; helps the pupils to do this.	TWO LITTLE TRIANGLES MAKE ONE BIG TRIANGLE.	TWO LITTLE TRIANGLES MAKE ONE BIG TRIANGLE.	A-2 and B-2 fit 2 little triangles on their big triangles, while A-1 and B-1 look on.

	TEACHER		CLASS	#135
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
19.		TWO LITTLE TRIANGLES MAKE ONE BIG TRIANGLE.	TWO LITTLE TRIANGLES MAKE ONE BIG TRIANGLE.	They look at their arrangements of triangles.
20.	Indicates to class that it should listen; points to the triangle on the board.	LOOK AT THIS TRIANGLE. I'M GOING TO CUT IT IN HALF. I'M GOING TO MAKE TWO LITTLE TRIANGLES.		
21.	Divides the triangle in halves; points to the line.	LOOK AT THIS LINE. I'M GOING TO CUT IT IN HALF. I'M GOING TO MAKE FOUR SHORT LINES.		
22.	Divides the line in halves; points to the square.	LOOK AT THIS SQUARE. I'M GOING TO CUT IT IN QUARTERS. I'M GOING TO MAKE FOUR LITTLE SQUARES.		
23.	Divides the square into quarters (four little squares).			
24.	Points to the triangles on the board; indicates to pupils they should look at their own Stencil #5 pieces.	THE LITTLE TRIANGLE IS A HALF OF THE BIG TRIANGLE.	THE LITTLE TRIANGLE IS A HALF OF THE BIG TRIANGLE.	They put their little triangle onto half their big one.
25.	Points to a little square, then the big square on the board; indicates to pupils they should look.	THE LITTLE SQUARE IS A QUARTER OF THE BIG SQUARE.	THE LITTLE SQUARE IS A QUARTER OF THE BIG SQUARE.	They put their little square onto a quarter of their big one.
26.	Points to the short line, then to the entire line on the board.	THE SHORT LINE IS HALF OF THE LONG LINE.	THE SHORT LINE IS HALF OF THE LONG LINE.	

ACTIVITY

#135

Materials needed: 1) Each pupil needs the pieces he cut from his copy of Stencil #5 (3 squares and two triangles).

2) At least one pair of scissors for each group.

3) Crayons for each group

4) A bottle of glue for each group.

Aim: For each pupil to make a house with a roof, windows and a door, and to color all these.

Starting Position: The teacher draws a big square, a big triangle and a little square on the board (i.e., more or less in proportion to these items on Stencil #5).

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to the drawings on the board; then holds up an envelope and puts the extra pieces of Stencil #5 in it (i.e., the little triangle and one of the little squares).	KEEP THESE PIECES. PUT YOUR OTHER PIECES IN THE ENVELOPE.		They put the extra pieces in the envelope (where the keep their number cards from previous Units).
2.		LET'S MAKE A HOUSE AND COLOR IT.	LET'S MAKE A HOUSE AND COLOR IT.	
3.	Points to the big square on the board.	FIRST, LET'S COLOR THE WALLS.	FIRST, LET'S COLOR THE WALLS.	They color their big squares.*
4.	Points to the big triangle.	SECOND, LET'S COLOR THE ROOF.	SECOND, LET'S COLOR THE ROOF.	They do it, as above.*
5.	Holds up a big square; puts the triangle on it.	THIRD, LET'S PUT THE ROOF ON THE HOUSE.	THIRD, LET'S PUT THE ROOF ON THE HOUSE.	They do it (gluing an edge of the square to the base of the triangle).
6.	Points to the little square on the board; indicates to class that it should listen.	NOW, WE'LL MAKE A DOOR AND TWO WINDOWS. WE'LL MAKE THEM OUT OF THIS SQUARE.		

*Each pupil can choose the colors he prefers.

#135

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
7.		FIRST, LET'S CUT THE SQUARE IN HALF.	FIRST, LET'S CUT THE SQUARE IN HALF.	
8.	Draws a line down the middle of the square on the board; points to both halves.	HERE'S HALF - HERE'S HALF.	HERE'S HALF - HERE'S HALF.	They cut out halves and hold them up.
9.	Holds up one half.	THIS HALF IS THE DOOR. LET'S COLOR IT.	THIS HALF IS THE DOOR. LET'S COLOR IT.	They do it.
10.		LET'S PUT THE DOOR ON THE HOUSE.	LET'S PUT THE DOOR ON THE HOUSE.	They glue it on the house.
11.	Holds up the other half, and scissors.	LET'S MAKE TWO WINDOWS.	LET'S MAKE TWO WINDOWS.	They hold up the other half.
12.		WHAT WILL WE DO? WE'LL CUT THIS IN HALF.	WE'LL CUT THIS IN HALF.	They do it.
13.		PUT THE WINDOWS ON THE HOUSE.		They glue them on the house.
14.		SHOW ME YOUR HOUSE.		They hold up their houses.

UNIT #136

Pattern: CUT OUT A CIRCLE. DIVIDE IT INTO HALVES. DRAW A LINE FROM A TO B.
QUARTERS. C D.

HOLD UP THE CIRCLE AND POINT TO HALF OF IT.
THE OTHER HALF
A QUARTER
ANOTHER QUARTER
FOURTH AND LAST QUARTER

TWO HALVES MAKE A WHOLE CIRCLE. COLOR A OF THE CIRCLE RED.
FOUR QUARTERS
ANOTHER GREEN.
THE LAST BLUE.
YELLOW.
BROWN.
BLACK.

Teaching Points:

1. The words "circle," "another" and "the last" are introduced. The names of colors are reviewed.
2. This Unit teaches that a circle can be made up of two halves or four quarters.
3. A Preliminary Activity and a Communication Activity are included in this Unit. It may be necessary to use them over a period of two or three days.

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#136

PRESENTATION

Teacher needs: From a copy of Stencil #6:
A blank circle.
A circle marked into halves.
A circle marked into quarters.

Each group needs: A copy of Stencil #6
(each pupil gets one circle)
A pair of scissors
4 pencils
4 rulers

	TEACHERS		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a blank circle.	A CIRCLE.	A CIRCLE.	
2.	Indicates the blank circle in front of the pupils.	CUT OUT THE CIRCLES.		They do it.
3.		SHOW ME THE CIRCLES.		They hold them up.
4.	Holds up his blank circle.	WHAT IS THIS?	A CIRCLE.	
5.	Holds up the blank circles; acts out "dividing into halves."	DIVIDE IT INTO HALVES. DRAW A LINE FROM A TO B.		They do it.
6.	Holds up a circle marked off into 2 halves; points to one-half of it.	SAY: THIS IS HALF OF THE CIRCLE.	THIS IS HALF OF THE CIRCLE.	They point to one-half of the circle.
7.	Repeats Step 6.	SAY: THIS IS THE OTHER HALF OF THE CIRCLE.	THIS IS THE OTHER HALF OF THE CIRCLE.	They point to the other half of the circle.
8.	Points to both halves of the circle.	TWO HALVES MAKE A WHOLE CIRCLE.	TWO HALVES MAKE A WHOLE CIRCLE.	
9.	Holds up the circle marked off into halves; acts out "dividing into quarters."	DIVIDE IT INTO QUARTERS. DRAW A LINE FROM C TO D.	DIVIDE IT INTO QUARTERS. DRAW A LINE FROM C TO D.	They do it.
10.	Holds up the circle marked off into quarters; points to one-quarter of it.	SAY: THIS IS A QUARTER OF THE CIRCLE.	THIS IS A QUARTER OF THE CIRCLE.	They point to one-quarter of the circle.

TEACHER			CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Repeats Step 10.	SAY: THIS IS ANOTHER QUARTER OF THE CIRCLE.	THIS IS ANOTHER QUARTER OF THE CIRCLE.	They point to it.
12.	Repeats Step 10.	SAY: THIS IS ANOTHER..	THIS IS ANOTHER QUARTER OF THE CIRCLE.	They point to it.
13.	Repeats Step 10.	SAY: THIS IS THE FOURTH AND LAST QUARTER OF THE CIRCLE.	THIS IS THE FOURTH AND LAST QUARTER OF THE CIRCLE.	They point to it.
14.	Points to each of the 4.	FOUR QUARTERS MAKE A WHOLE CIRCLE.	FOUR QUARTERS MAKE A WHOLE CIRCLE.	They point to each quarter.
15.	Indicates the 2 halves of the circle.	TWO HALVES MAKE A WHOLE CIRCLE.	TWO HALVES MAKE A WHOLE CIRCLE.	They indicate the two halves.
16.	Points to each of the 4 quarters.		FOUR QUARTERS MAKE A WHOLE CIRCLE.	
17.	Indicates the 2 halves of the circle.		TWO HALVES MAKE A WHOLE CIRCLE.	

#136

Preliminary Activity

Materials needed:
1) A copy of Stencil #6 for each group.
2) Crayons: blue, green, red, yellow.
3) A pencil and a ruler for each pupil.
4) A pair of scissors for each group.
5) Teacher needs a circle, each quarter marked off and colored a different color: blue, green, red, yellow.

Aim: For each pupil to:
1) Cut out a circle.
2) Mark the circle into 4 quarters by drawing lines.
3) Color each quarter a different color.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		CUT OUT THE CIRCLES. EACH TAKE ONE.		Each does it.
2.		DIVIDE IT INTO HALVES. DRAW A LINE FROM C TO D.		Each does it.
3.		HOLD UP THE CIRCLE AND POINT TO HALF OF IT.		Each does it.
4.		POINT TO THE OTHER HALF.		Each does it.
5.		DIVIDE IT INTO QUARTERS. DRAW A LINE FROM A TO B.		Each does it.
6.		HOLD UP THE CIRCLE AND POINT TO A QUARTER OF IT.		Each does it.
7.		POINT TO ANOTHER QUARTER.		Each does it.
8.		POINT TO ANOTHER QUARTER.		Each does it.
9.		POINT TO ANOTHER QUARTER.		Each does it.
10.		COLOR A QUARTER OF THE CIRCLE RED.		Each does it.

	TEACHER		CLASS	#106
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.		COLOR ANOTHER QUARTER OF THE CIRCLE GREEN.		Each does it.
12.		COLOR ANOTHER QUARTER OF THE CIRCLE RED.		Each does it.
13.		COLOR THE LAST QUARTER OF THE CIRCLE YELLOW.		Each does it.
14.	Holds up her circle.	SHOW ME YOUR CIRCLES. DO THEY MATCH MINE.	YES, THEY DO.	They compare their circles with the teacher's.

#136

Communication Activity

Materials needed:
1) 16 pre-cut circles from 4 copies of Stencil #6.
2) A pencil and a ruler for each pupil.
3) Crayons: blue, green, red, yellow, brown, black (4 of each).
4) A shield.

Aim: The same as the Preliminary Activity, but each pupil sits behind a shield in turn and tells the other what to do.

Description of Play:

A-1		
DOES THIS	SAYS THIS	DO THIS
1. Holds up a circle, then behind the shield divides it into halves.	DIVIDE IT INTO HALVES. DRAW A LINE FROM A TO B.*	Each one does it.
2. Divides it into quarters	DIVIDE IT INTO QUARTERS. DRAW A LINE FROM C TO D.*	Each one does it.
3. Colors 1/4 of the circle red.***	COLOR A QUARTER OF THE CIRCLE RED.	Each one does it.
4. Colors 1/4 of the circle brown.	COLOR ANOTHER QUARTER OF THE CIRCLE BROWN.	Each one does it.
5. Colors 1/4 of the circle green.	COLOR ANOTHER QUARTER OF THE CIRCLE GREEN.	Each one does it.
6. Color 1/4 of the circle yellow.	COLOR THE LAST QUARTER OF THE CIRCLE YELLOW.	Each one does it.
7. Holds up the circle for all to see.	SHOW ME YOUR CIRCLES. DO THEY MATCH MINE?	They each hold up their circles and compare them with A-1's; they reply: Yes, they do.

TEACHER		CLASS
DOES THIS	SAYS THIS	DOES THIS
8. Then B-1 follows with Steps 1-8.		
9. A-2 follows with Steps 1-8.		
10. B-2 follows with Steps 1-8.		

*A-1 might reverse the order: DRAW A LINE FROM C TO D, AND THEN, FROM A TO B. He may not say: DRAW A LINE FROM A TO C or A TO D.

***A-1 may choose any four different colors.

UNIT #137

Pattern: DRAW A LINE FROM A TO C. WHAT DO YOU SEE INSIDE THE CIRCLE? A LINE.
D TO B. 2 LINES.
C TO B. 3 LINES.
A TO D. A SQUARE.
A TO B. 2 TRIANGLES AND A SQUARE.
C TO D. 4 TRIANGLES AND A SQUARE.

THIS TRIANGLE IS ONE HALF OF THE SQUARE. SHOW ME A CIRCLE.
ONE QUARTER
SQUARE INSIDE A CIRCLE.
2 (BIG) TRIANGLE(S) INSIDE A SQUARE.
3 (SMALL)
4

Teaching Points:

1. This Unit introduces the concept that the geometric shapes, a circle, a square, and triangles can all be part of the same design.
2. The Practice Activity provides practice in identifying geometric shapes.
3. The Communication Activity provides practice in drawing geometric shapes.

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#137

PRESENTATION

Teacher needs: From a copy of Stencil #6:
A circle with 2 triangles in a square.
A circle with 4 triangles in a square.

Each group needs: A copy of Stencil #6 cut into 4 sections.

Each pupil needs: One circle, a pencil, a ruler, and a pair of scissors.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		CUT OUT THE CIRCLE		Each one does it.
2.		DRAW A LINE FROM A TO C.		Each one does it.
3.		WHAT DO YOU SEE INSIDE THE CIRCLE?	A LINE.	
4.		DRAW A LINE FROM D TO B.		Each one does it.
5.		WHAT DO YOU SEE INSIDE THE CIRCLE?	TWO LINES.	
6.		DRAW A LINE FROM C TO B.		Each one does it.
7.		WHAT DO YOU SEE INSIDE THE CIRCLE?	THREE LINES.	
8.		DRAW A LINE FROM A TO D.		Each one does it.
9.		WHAT DO YOU SEE INSIDE THE CIRCLE NOW?	A SQUARE.	
10.		DRAW A LINE FROM A TO B.		Each one does it.
11.		WHAT DO YOU SEE INSIDE THE CIRCLE NOW?	TWO TRIANGLES AND A SQUARE.	They run their fingers along the triangles and the square.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
12.	Points to 1 triangle in the square.	THIS TRIANGLE IS A HALF OF THIS SQUARE.	THIS TRIANGLE IS A HALF OF THIS SQUARE.	They point to one of the triangles.
13.	Points to the other triangle in the square.	THIS TRIANGLE IS THE OTHER HALF OF THIS SQUARE	THIS TRIANGLE IS THE OTHER HALF OF THIS SQUARE.	They point to the other triangle.
14.	Outlines the two triangles and the square with his fingers.	THESE TWO TRIANGLES MAKE A SQUARE.	THESE TWO TRIANGLES MAKE A SQUARE.	They imitate the teacher.
15.	Repeats Step 14.	THESE TWO HALVES MAKE A WHOLE SQUARE.	THESE TWO HALVES MAKE A WHOLE SQUARE.	They imitate the teacher.
16.		DRAW A LINE FROM C TO D.		They do it.
17.		WHAT DO YOU SEE INSIDE THE CIRCLE NOW?	FOUR TRIANGLES AND A SQUARE.	They run their fingers along the triangles and the squares.
18.	Points to one triangle of the square.	THIS TRIANGLE IS ONE QUARTER OF THIS SQUARE.	THIS TRIANGLE IS ONE QUARTER OF THIS SQUARE.	They point to one of the triangles.
19.	Points to another triangle of the square.	THIS TRIANGLE IS ONE QUARTER OF THIS SQUARE, TOO.	THIS TRIANGLE IS ONE QUARTER OF THIS SQUARE, TOO.	They point to another triangle of the square.
20.	Points to a third triangle of the square.	THIS TRIANGLE IS ONE QUARTER OF THIS SQUARE, TOO.	THIS TRIANGLE IS ONE QUARTER OF THIS SQUARE, TOO.	They point to another triangle of the square.
21.	Points to the last triangle of the square.	THIS TRIANGLE IS ONE QUARTER OF THIS SQUARE, TOO.	THIS TRIANGLE IS ONE QUARTER OF THIS SQUARE, TOO.	They point to another triangle of the square.
22.	Outlines the triangles and squares with his fingers.	FOUR TRIANGLES MAKE THIS SQUARE.	FOUR TRIANGLES MAKE THIS SQUARE.	They imitate the teacher.
23.	Repeats Step #22.	FOUR ¼s MAKE A WHOLE SQUARE	FOUR ¼'s MAKE A WHOLE SQUARE.	

#137

Practice Activity

Materials needed: Each pupil needs the circle completed in the Presentation.

Aim: To identify geometrical shapes.

Starting Position: Each pupil holds his circle in his hands.

Description of Play:

TEACHER		CLASS
DOES THIS	SAYS THIS	DOES THIS
1.	A-1, SHOW ME A SQUARE.	He traces his finger around the square.
2.	B-1, SHOW ME A BIG TRIANGLE.	He does it.
3.	A-2, SHOW ME TWO SMALL TRIANGLES.	He does it.
4.	B-2, SHOW ME TWO BIG TRIANGLES.	He does it.
5.	A-1, SHOW ME A CIRCLE.	He traces his finger around the outside of the circle.
6.	B-1, SHOW ME A SQUARE INSIDE A CIRCLE.	He traces his finger around the square first, and then the circle.
7.	A-2, SHOW ME TWO TRIANGLES INSIDE A SQUARE.	He may point out 2 large triangles or 2 small ones.
8. The teacher asks pupils similar questions about the various shapes until they can identify them easily.		

#137

Communication Activity

Materials needed:
1) 16 pre-cut circles from 4 copies of Stencil #6.
2) A pencil and a ruler for each pupil.
3) Crayons, blue, green, red, yellow, brown, black (4 of each).
4) A shield.

Aim: For each pupil:
1) to mark a square, 2 large triangles and 4 small triangles inside of the circles.
2) to color each of the small triangles a different color.

Starting Position: Each pupil has a circle, a pencil, a ruler and crayons in front of him.

Description of Play:

	A-1		A-2, B-1, B-2	
	DOES THIS	SAYS THIS	SAYS THIS	DO THIS
1.	Holds up a circle, then behind the shield draws a line from A to C.	DRAW A LINE FROM A TO C.		Each one does it.
2.	Draws a line from A to D.	DRAW A LINE FROM A TO D.		Each one does it.
3.	Draws a line from A to C.	DRAW A LINE FROM A TO C.		Each one does it.
4.	Draws a line from D to B.	DRAW A LINE FROM D TO B.		Each one does it.
5.	Draws a line from C to B.	DRAW A LINE FROM C TO B.		Each one does it.
6.	Holds up his circle.	DOES YOUR MATCH MINE?	YES, IT DOES.	
7.	Draws a line from A to B and from C to D.	MAKE 4 SMALL TRIANGLES.		Each draws a line from A to B and from C to D.
8.	Holds up his circle.	DOES YOURS MATCH MINE?	YES, IT DOES.	
9.		COLOR ONE TRIANGLE GREEN.		Each one does it.
10.		COLOR ANOTHER TRIANGLE YELLOW.		Each one does it.
11..		COLOR ANOTHER TRIANGLE BROWN.		Each one does it.
12.		COLOR THE LAST TRIANGLE BLUE.		Each one does it.
13.	Holds up his circle.	DOES YOURS MATCH MINE?	YES, IT DOES.	Each one holds up his matching circle.

UNIT #138

Pattern:	WHAT	TIME	IS	IT?					
				IT'S	(A	QUARTER	PAST)	ONE	(O'CLOCK).
						HALF PAST		TWO	
								THREE	
								FOUR	
								FIVE	
								SIX	
								etc.	

Teaching Points:

1. Since this is the first time-telling Unit, the pupils may have difficulties during the Presentation. It is not necessary to prolong the drill. The pupils will continue to practice the pattern in the Activity and the following Presentations.

2. The pupils apply the ideas "quarter" and "half" which they learned in Unit #136.

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PRESENTATION

Teacher needs: 1) The demonstration clock* hanging on the blackboard, (assembled from a copy of Stencil #7).

2) A real clock. If the classroom already has one, there is no need to bring in another.

3) Two rulers.

*This must never be held in front of the teacher.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to the demonstration clock.	WHAT'S THIS? (pause) IT'S A CLOCK.	IT'S A CLOCK.	
2.	Points to the demonstration clock and the real clock.	WHAT ARE THESE?	THEY ARE CLOCKS.	
3.	Points to the demonstration clock.	LOOK AT THIS CLOCK.		
4.	Points to A-1.	SAY: WHAT TIME IS IT?	WHAT TIME IS IT?	
5.	Sets demonstration clock at 5 o'clock; points to A-2.	SAY: IT'S FIVE O'CLOCK.	IT'S FIVE O'CLOCK.	
6.	Points to B-1.	SAY: WHAT TIME IS IT?	WHAT TIME IS IT?	
7.	Sets demonstration clock at 6 o'clock; points to B-2.	SAY: IT'S SIX O'CLOCK.	IT'S SIX O'CLOCK.	
8.	Repeats Steps 4 and 5 until he reaches 12 o'clock. This gives the pupil two turns at asking the question, and two turns at answering it.			
9.	Sets the clock at 2 o'clock; points to the short hand.	WHAT TIME IS IT?	IT'S TWO O'CLOCK.	

	TEACHER		CLASS
	DOES THIS	SAYS THIS	SAYS THIS
10.	Holds a ruler to the clock dividing it in half, lengthwise; points to each section, and indicates to class that it should listen.	LOOK AT THE CLOCK. I'M GOING TO CUT IT INTO HALVES. HERE'S HALF, HERE'S HALF.	
11.	Points to the clock set at 2 o'clock; then moves the long hand to "6".	IT'S TWO O'CLOCK. WHAT TIME IS IT NOW? IT'S HALF PAST TWO.	
12.	Removes the ruler; sets the clock at 4 o'clock.	IT'S FOUR O'CLOCK. IT'S HALF PAST FOUR.	
13.	Repeats Step 11 with 1 o'clock, 3 o'clock and 5 o'clock.		
14.	Holds a ruler to the clock, dividing it in half lengthwise; then holds another ruler to the clock, dividing it into half across. (The two rulers divide the clock into quarters.)	LOOK AT THE CLOCK. I'M GOING TO CUT IT INTO QUARTERS. HERE'S A QUARTER, HERE'S A QUARTER.	
15.	Sets the clock at 2 o'clock; then at 2:15.	IT'S TWO O'CLOCK. WHAT TIME IS IT NOW? IT'S A QUARTER PAST TWO.	
16.	Removes the rulers.	IT'S A QUARTER PAST TWO.	IT'S A QUARTER PAST TWO.
17.	Sets clock at 2:30.	IT'S HALF PAST TWO.	IT'S HALF PAST TWO.
18.	Sets clock at 3:00, then 3:15, then 3:30.	IT'S THREE O'CLOCK. IT'S A QUARTER PAST THREE. IT'S HALF PAST THREE.	IT'S THREE O'CLOCK. IT'S A QUARTER PAST THREE. IT'S HALF PAST THREE.
19.	Repeats Step 18 with 1 o'clock, 3 o'clock and 5 o'clock.		

138

PRELIMINARY ACTIVITY

Materials needed: 1) A copy of Stencil #7 (the clock sheet) for each pupil.
2) A paper fastener for each pupil.
3) A box of gummed reinforcements, if available.

Aim: For each pupil to make his own clock.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Hangs a copy of Stencil #7 on the blackboard.	LET'S MAKE A CLOCK.	LET'S MAKE A CLOCK.	They hold up their clock sheet.
2.	Points to blank circles around the clock dial.	LET'S WRITE IN THE HOURS.	LET'S WRITE IN THE HOURS.	
3.	Writes "12" in a circle (at the top of the sheet).	TWELVE O'CLOCK.	TWELVE O'CLOCK.	They write "12" in a circle at the top of the sheet.
4.	Write "1" in the circle to the right.	ONE O'CLOCK.	ONE O'CLOCK.	They write "1" in the circle to the right.
5.	Continues until all the numbers have been written in.	TWO O'CLOCK THREE O'CLOCK, etc.	TWO O'CLOCK, THREE O'CLOCK, etc.	They continue until all the numbers have been written in.
6.	Points to the hands.	THESE ARE THE CLOCK'S HANDS. THIS IS THE SHORT HAND. LET'S CUT IT OUT.	THESE ARE THE CLOCK'S HANDS. THIS IS THE SHORT HAND. LET'S CUT IT OUT.	They do it.
7.	Cuts out the short hand; points to the long hand.	THIS IS THE LONG HAND. LET'S CUT IT OUT.	THIS IS THE LONG HAND. LET'S CUT IT OUT.	They do it.

#138

COMMUNICATION ACTIVITY

Materials needed: The clock made in the Preliminary Activity.
A shield.

Aim: For all the members of the group to match times.

Starting Position: Each pupil holds his clock up in front of himself so the other members of the group cannot see the clock face.

Description of Play:

A-1: Sets his clock (a quarter past two).
He says: IT'S A QUARTER PAST TWO.
A-2, B-1 and B-2 set the hands of their clocks at a quarter past two.
A-1 removes the shield. All the clocks match.

B-1: Sets his clock (half past four).
He says: IT'S HALF PAST FOUR.
B-2, A-1 and A-2 set the hands of their clocks at half past four.
B-1 removes the shield. All the clocks match.

A-2: Sets his clock (ten o'clock).
He says: IT'S TEN O'CLOCK.
A-1, B-1 and B-2 set the hands of their clocks at ten o'clock.
A-2 removes the shield. All the clocks match.

*B-2: Sets his clock (a quarter past six).
He says: IT'S A QUARTER PAST SIX.
A-1 and A-2 set the hands of their clocks at a quarter past six.
B-1 sets the hands of his clock at half past six.
B-2 removes the shield. B-1's clock does not match the clocks of the others.
B-2 repeats: IT'S A QUARTER PAST SIX, and shows B-1 the position of the hands of the clock.
B-1 moves the hands of his clock to the correct position and repeats: IT'S A QUARTER PAST SIX.

*A mistake has been included in this description.

UNIT #139

Pattern: WHAT TIME IS IT?

IT'S	FIVE	MINUTES	PAST	ONE	O'CLOCK.
	TEN		TO	TWO	
	etc.			etc.	

Teaching Points:

1. The pupils learn to distinguish between the action of the long hand and the short hand in time telling. You may move the long hand minute by minute at first, to show its action as you count the minutes aloud.

2. The pupils also learn to use TO in contrast with PAST. Act out PAST by drawing your finger from "12" to the long hand. Act out TO by drawing your finger from the long hand to "12".

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PRESENTATION

Teacher needs: 1) The demonstration clock hanging on the blackboard. Each pupil needs: The clock he made in Unit #138.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Sets the demonstration clock at 12 o'clock.	WHAT TIME IS IT?	IT'S TWELVE O'CLOCK.	They set their clocks at 12 o'clock.
2.	Moves the long hand to five minutes after 12.	IT'S FIVE PAST TWELVE.	IT'S FIVE PAST TWELVE.	They move their long hands as the teacher does.
3.	Points to each of the minute markers between "12" and "1".	ONE, TWO, THREE, FOUR, FIVE. THAT's FIVE MINUTES. IT'S FIVE MINUTES PAST TWELVE.	ONE, TWO, THREE, FOUR, FIVE. THAT'S FIVE MINUTES. IT'S FIVE MINUTES PAST TWELVE.	They count out the five minutes on their clocks.
4.	Moves the long hand to ten minutes after 12. Points to each of the minute markers between "12" and "1".	IT'S TEN PAST TWELVE. ONE, TWO...TEN. THAT'S TEN MINUTES. IT'S TEN MINUTES PAST TWELVE.	IT'S TEN PAST TWELVE. ONE, TWO...TEN. THAT'S TEN MINUTES. IT'S TEN MINUTES PAST TWELVE.	They move their long hands as the teacher does. They count out the ten minutes on their clocks.
5.	Repeats Step 4, till half past 12.			
6.	Moves the short hand between "12" and "1". Then moves the long hand to 25 minutes to 1.			
7.	Points to each of the minute markers between "7" and "12"	ONE, TWO...TWENTY-FIVE. IT'S TWENTY-FIVE MINUTES TO ONE.	ONE, TWO...TWENTY-FIVE. IT'S TWENTY-FIVE MINUTES TO ONE.	They count out the minutes on their clocks.
8.	Repeats step #7, till one o'clock.			

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
9. Indicates to class that it should listen.	LOOK AT THE SHORT HAND. IT TELLS YOU ABOUT THE HOUR.		
10. Moves the short hand.	IT'S ONE O'CLOCK. NOW IT'S TWO O'CLOCK. NOW IT'S FIVE O'CLOCK.		
11.	LOOK AT THE LONG HAND. IT TELLS YOU ABOUT THE MINUTES.		
12. Moves the long hand.	IT'S FIVE MINUTES PAST FIVE.- NOW IT'S TEN MINUTES PAST FIVE.- NOW IT'S A QUARTER PAST FIVE.		
13. Moves the long hand to half past, and moves the short hand between 5 and 6.	NOW IT'S HALF PAST FIVE. THAT MEANS IT IS THIRTY MINUTES PAST FIVE, AND THIRTY MINUTES TO SIX. SO, I'M GOING TO MOVE THE SHORT HAND BECAUSE IT TELLS US ABOUT THE HOUR. I'M GOING TO MOVE IT HALFWAY BETWEEN FIVE AND SIX.		
14. Repeats step 13 with different half-hours. (ie: half-past eight, half-past ten).			

#139

Practice Activity

Materials needed: Each pupil needs the clock he made in Unit #138.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Points to the demonstration clock on the blackboard.	LET'S SET OUR CLOCKS.	LET'S SET OUR CLOCKS.	
2.	Sets the demonstration clock at 4 o'clock, hiding the face with a paper.	FOUR O'CLOCK.	FOUR O'CLOCK.	They set their clocks at 4 o'clock.
3.	Shows the clock.	IT'S FOUR O'CLOCK.	IT'S FOUR O'CLOCK.	They check their clocks.
4.	Sets the clock at 4:10.	TEN MINUTES PAST FOUR.	TEN MINUTES PAST FOUR.	They set their clocks at 4:10.

5. Continues to set the clock at different times. If the class has difficulty, he explains the positions of the hands of the clocks, and counts out the minutes to demonstrate the move.

Communication Activity

Materials needed: 1) The clock used in the Preliminary Activity.
2) Counters.

Aim: For three members of the group to set their clocks as the fourth one does.

Starting Position: Each pupil has his clock in front of him, not visible to the others.

Description of Play:

A-1: Sets his clock at any time (4:10).
He says: IT'S TEN PAST FOUR.
A-2, B-1, and B-2 set their clocks at ten past four.
Everyone shows his clock. They all match.
Each pupil takes a counter.

B-1: Sets his clock (6:30).
He says: IT'S HALF PAST SIX.
A-2, B-2, and A-1 set their clocks at half past six.
Everyone shows his clock. They all match.
Each pupil takes a counter.

*A-2: Sets his clock (10:25).
He says: IT'S TWENTY PAST TEN.
A-1, B-1, and B-2 set their clocks at twenty past ten.
Everyone shows his clock. A-2's clock does not match the clocks of the others.
The teacher is called to the table. A-2 repeats his statement, and is found wrong.
A-1, B-1, and B-2 each takes a counter.

*B-2: Sets his clock (2:15).
He says: IT'S A QUARTER PAST TWO.
A-1 and B-1 set their clocks at a quarter past two.
Everyone shows his clock. A-2's clock does not match the clocks of the others.
A-1, B-1, and B-2 each takes a counter.

*A mistake has been included in this description.

UNIT #140

Pattern: HERE'S A (PIECE OF) COTTON. WHAT COLOR IS IT? (IT'S) BLACK.

PAPER.
STONE.
etc.

GREY.
BROWN.
GREEN.
etc.

HOW DOES IT FEEL? (IT FEELS) LIGHT

SOFT
HEAVY
SMOOTH
ROUGH
etc.

Teaching Points:

1. This is a science unit in which the properties of objects are described.
2. New vocabulary: the names of some objects and adjectives describing their properties.
3. In the Communication Activity the pupils are required to classify objects according to one of the properties.
4. It is possible that in the Follow-up Activity, the pupils may bring in a very wide variety of objects. If this is so, then this part of Unit #140 may take several days.

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PRESENTATION

Teacher needs: a smooth stone
a piece of paper.
a piece of cotton.

Each pupil has: a piece of paper.
a smooth stone.
a piece of cotton.
a bag.
a pencil.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a piece of cotton.	HERE's A PIECE OF COTTON. A PIECE OF COTTON.	A PIECE OF COTTON.	Each pupil holds up a piece of cotton.
2.	Points to A-1.	WHAT COLOR IS IT?	IT'S WHITE.	
3.	Points to A-2.	SAY: HOW DOES IT FEEL?	HOW DOES IT FEEL?	
4.	Points to A-1. Acts out "light" by bouncing hand upwards with cotton in it several times. Blows on it.	SAY: IT FEELS LIGHT.	IT FEELS LIGHT.	Each pupil holds the cotton in his hand. They imitate the teacher.
5.	Points to B-1. Acts out "soft" by patting the cotton with the other hand.	SAY: IT FEELS SOFT.	IT FEELS SOFT.	They imitate the teacher.
6.	Holds up a piece of paper. Points to B-2.	HERE'S A PIECE OF PAPER. A PIECE OF PAPER. WHAT COLOR IS IT?	A PIECE OF PAPER. IT'S WHITE.	
7.	Points to A-1.	SAY: HOW DOES IT FEEL?	HOW DOES IT FEEL?	
8.	Points to A-2. Acts out "light".	SAY: IT FEELS LIGHT.	IT FEELS LIGHT.	They imitate the teacher.
9.	Points to B-1. Acts out "smooth" by running hand over the surface.	SAY: IT FEELS SMOOTH.	IT FEELS SMOOTH.	They imitate the teacher.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Holds up a smooth stone.	HERE'S A STONE. A STONE. WHAT COLOR IS IT?	A STONE. IT'S BLACK.	
11.	Points to B-1.	SAY: HOW DOES...	HOW DOES IT FEEL?	
12.	Points to B-2.	SAY: IT FEELS SMOOTH.	IT FEELS SMOOTH.	They imitate the teacher.
13.	Points to A-1.	SAY: HOW DOES...	HOW DOES IT FEEL?	
14.	Points to A-2. Acts out "heavy" by letting hand drop as the stone is dropped in it.	SAY: IT FEELS HEAVY.	IT FEELS HEAVY.	They imitate the teacher.
15.	(If it is more appropriate, the teacher may ask the pupils to collect the four objects at recess or on the way to school the next morning.)	TAKE YOUR BAG. WRITE YOUR NAME ON IT. FIND FOUR THINGS TO PUT IN THE BAG.		

#140

Follow-up Activity

The teacher has each pupil take the things he has collected out of his bag. The pupils examine each other's objects. The teacher supplies the names of the objects to the entire class,* and where necessary, proper adjectives to describe their properties. This is done in the same manner as in the Presentation. Further properties may be included, such as shape and appearance. The teacher might ask, WHAT SHAPE IS IT? IT'S ROUND.
(SQUARE)
and, HOW DOES IT LOOK? IT LOOKS SHINY.
(DULL)

Examples of things the pupils might find to put in their bags and some adjectives to describe them:

Object:	Property: Color	Property: Weight	Property: Shape	Property: Others
a leaf	green, red yellow	light	long, 5-pointed	thin, smooth fuzzy, shiny
a piece of cork	tan, brown	light	round, square shapeless	smooth, rough, full of holes, dull
a marble	reddish-blue, white, clear	heavy	round	smooth, cool, shiny, hard

---

*It is important for the teacher to provide a pattern with uncountable nouns: i.e. a piece of wood, a cup of sand, a blade of grass. Regular count nouns will take merely the articles a/an.

Communication Activity

Materials needed: Each pupil's bag of objects.

Aim: To classify the objects according to the property mentioned by the leader. The pupils may do two or three rounds of this activity.

Starting Porition: The contents of each pupil's bag is emptied on the table. The four pupils may move around the table as needed.

Description of Play:

A-1: Picks up an object (a cork).
He says: HERE'S A CORK. IT'S LIGHT. PUT THE OTHER LIGHT THINGS IN FRONT OF ME.
The others do it.
When they have finished, A-1 holds up each object and compares it to the cork. All the objects are light.
The objects are rescrambled, and then B-1 plays, then A-2, and then B-2.

B-1: Picks up an object (a marble).
He says: HERE'S A MARBLE. IT'S SMOOTH. PUT THE OTHER SMOOTH THINGS IN FRONT OF ME.
The others do it.
When they have finished, B-1 holds up each object and compares it to the marble. All the objects are smooth, too.
The objects are rescrambled.

A-2: Picks up an object (a piece of glass).
He says: HERE'S A PIECE OF GLASS. IT'S SHINY. PUT THE OTHER SHINY THINGS IN FRONT OF ME.
The others do it.
When they have finished, A-2 holds up each object and compares it to the piece of glass. All the other objects are shiny, too.
The objects are rescrambled.

*B-2: Picks up an object (a piece of cork).
He says: HERE'S A PIECE OF CORK. IT'S DULL. PUT THE OTHER DULL THINGS IN FRONT OF ME.
The others do it.
When they have finished, B-1 holds up each object and compares it to the cork. A marble has been included, and he says: THIS MARBLE IS SHINY, and puts it aside.
The objects are rescrambled. (*A mistake has been included in this description).

UNIT #141

Pattern: HERE'S A FEATHER. WILL IT FLOAT OR SINK? I DON'T KNOW.
PENCIL IT WILL FLOAT.
STONE SINK.
SPOON

LET'S TEST IT. IT FLOATS.
SINKS.

DOES IT FLOAT OR SINK? IT FLOATS.
SINKS.

Teaching Points:

1. This is a science lesson which explores a range of floating and non-floating objects. For the experiment in the Presentation the teacher may select her own objects. For the experiments in the Communication Activity, the pupils may choose their own objects.

2. The new words "sink" and "float" are taught. The other new words to be learned are the names of objects chosen for testing by the teacher and the pupils. The pupils also get practice in using the questions WILL IT FLOAT OR SINK? DOES IT FLOAT OR SINK? in appropriate contexts.

3. Reading recognition of the words "It sinks" and "It floats" is taught.

4. To act out "floating", hold your hand above the water level in the dish. To act out "sinking", point down.

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#141

PRESENTATION

Teacher needs: A transparent plastic or glass dish half filled with water.
A feather.
A pencil.
A small stone.
A metal spoon.

Each pupil needs: A paper bag (to be distributed at the end of the class period.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to the dish of water.	A DISH OF WATER.	A DISH OF WATER.	
2. Holds up a feather, but does not put it in the dish, but acts out "putting it in the dish," "floating" and "sinking." Points to A-1.	HERE'S A FEATHER. A FEATHER.	A FEATHER.	
3. Points to A-1 again.	SAY: I DON'T KNOW.	I DON'T KNOW.	
4. Motions to the class.	WHO KNOWS?		B-1 acts out floating.
5. Points to B-1.	SAY: IT'LL FLOAT.	IT'LL FLOAT.	
6. Indicates class.	SAY: LET'S TEST IT.	LET'S TEST IT.	
7. Drops the feather in the dish.	SAY: IT FLOATS.	IT FLOATS.	
8. Takes the feather out. Holds it up. Points to A-2.	SAY: DOES IT FLOAT OR SINK?	DOES IT FLOAT OR SINK?	
9. Points to A-1.	Say: IT FLOATS.	IT FLOATS.	

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Writes "IT FLOATS" on the blackboard. Indicates class.	READ THESE WORDS.	IT FLOATS.	
11.	Holds up a small stone.	HERE'S A STONE. A STONE.	A STONE.	
12.	Points to B-2. Indicates B-1.	SAY: WILL IT FLOAT OR SINK?	WILL IT FLOAT OR SINK?	B-1 acts out sinking.
13.	Points to B-2.	IT'LL SINK.	IT'LL SINK.	
14.	Indicates class.	LET'S TEST IT.	LET'S TEST IT.	
15.	Drops the stone in the dish of water.	IT SINKS.	IT SINKS.	
16.	Takes the stone out. Holds it up. Points to B-1.	SAY: DOES IT FLOAT OR SINK?	DOES IT FLOAT OR SINK?	
17.	Points to B-2.	SAY: IT SINKS.	IT SINKS.	
18.	Writes "IT SINKS" on the blackboard. Indicates class.	READ THESE WORDS:	IT SINKS.	
19.	Repeats Steps #2-#15 using a pencil and a spoon.			
20.	The teacher explains that the pupils may go outside to collect the four objects. If it is more appropriate she asks that this be done at recess, at home, or on the way to school the next morning.	TAKE A BAG. FIND FOUR THINGS TO TEST. PUT THEM IN THE BAG.		They do it.

#14

Preliminary Activity

During the next class period the teacher has the pupils show the various objects they have collected in their paper bags, and teaches the words for the objects. She has the pupils describe the qualities of the objects using the words from Unit #140. It is possible that other new words will also have to be taught if the objectives in #140 are not sufficient to describe a new object brought in by a pupil.

COMMUNICATION ACTIVITY

#141

Materials needed: Each group needs: a shallow dish half-filled with water.
a shield.

Each pupil needs: the bag with the four objects he collected after the Presentation.
four copies of Stencil #3.
a pencil.

Aim: To discover if the objects the pupils have collected sink or float.

Starting Position: The dish of water is placed behind the shield. The pupils keep their objects hidden in their bags.

Description of Play:

A-1: Takes one of the objects (a nail) out of his bag but does not show it.
He says: HERE'S A NAIL.
The others sketch the object named* in Section A of their copies of Stencil #8.
A-1 says: WILL IT SINK OR FLOAT?
He looks at the other three pupils for possible answers. B-1 says: IT WILL SINK.
A-1 says: LET'S TEST IT. As he says this, he drops the object into the dish which is behind the shield, and says: IT SINKS.
The others circle the words IT SINKS on their copies of the Stencils.
A-1 repeats the above steps with each of his objects. Then he removes the shield and the others check their results with the floating or non-floating objects in the dish.

Each of the pupils takes his turn.

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*Each pupil is free to sketch his own concept of a nail.

UNIT #142

Pattern:

```
THE  SCHOOL  IS  ACROSS    THE  ROAD  (FROM)  THE  YELLOW  BOY'S  HOUSE.
                 FARTHEST                          GREEN
                 NEAREST                           BLUE
                                                   RED
                 TO  THE  LEFT  OF  THE  BEND  IN  THE  ROAD
                          RIGHT

      THE  YELLOW  GIRL  LIVES  IN  THE  BIGGEST   HOUSE.
           GREEN   BOY                   SMALLEST
           BLUE                          HOUSE     NEAREST            THE  SCHOOL
           RED                                     FARTHEST  (FROM)   YELLOW BOY
                                                   NEXT TO            GREEN  GIRL
                                                   ACROSS             BLUE
                                                                      RED
```

Teaching Points:

1. This Unit introduces and practices expressions of location.

2. The superlative form of "far," "near," "big," "small" is taught. The word "furthest" may be used in place of "farthest" if it is more commonly used in your area.

3. The Presentation is in two parts, A and B. These can be done on two different days.

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#142

PRESENTATION A

Teacher needs: The following shapee objects:

a red girl, a blue/green boy

4 books of assorted sizes

4 pencils of assorted sizes

tape

a copy of Stencil #9

Each group needs: 4 red/blue/green ○

4 blue/green ○

4 red △

4 red/blue/green ⊥

4 copies of Stencil #9

4 pencils

TEACHER DOES	TEACHER SAYS	CLASS SAYS	CLASS DOES
1. Puts the books on the desk; points to the biggest one.	THE BIGGEST BOOK	THE BIGGEST BOOK	
2. Points to it again.		THE BIGGEST BOOK	They point to it.
3. Points to the smallest book.	THE SMALLEST BOOK	THE SMALLEST BOOK	
4. Points to it again.		THE SMALLEST BOOK	They point to it.
5. Holds up the pencils in one hand; puts the biggest one into the other hand.	THE BIGGEST PENCIL	THE BIGGEST PENCIL	

	TEACHER		CLASS	
	DOES	SAYS	SAYS	DOES
6.	Holds it up again		THE BIGGEST PENCIL	They point to it.
7.	Holds up the smallest pencil.	THE SMALLEST PENCIL	THE SMALLEST PENCIL	
8.	Holds it up again.		THE SMALLEST PENCIL	They point to it.
9.	Draws a copy of Stencil #9 on the board; points to Squares B, C, and D.	THESE ARE HOUSES.		
10.	Points to Square D.	THE BIGGEST HOUSE	THE BIGGEST HOUSE	
11.	Points to it again.		THE BIGGEST HOUSE	They point to it.
12.	Points to Square B.	THE SMALLEST HOUSE	THE SMALLEST HOUSE	
13.	Points to it again.		THE SMALLEST HOUSE	They point to it.
14.	Tapes the blue boy against Square D and points to it.	THE BLUE BOY LIVES IN THE BIGGEST HOUSE.	THE BLUE BOY LIVES IN THE BIGGEST HOUSE.	
15.	Repeats Step #14		THE BLUE BOY LIVES IN THE BIGGEST HOUSE.	They put the blue boy in Square D.
16.	Tapes the red girl against Square B and points to it.	THE RED GIRL LIVES IN THE SMALLEST HOUSE.	THE RED GIRL LIVES IN THE SMALLEST HOUSE.	

TEACHER		CLASS	
DOES	SAYS	SAYS	DOES
17. Repeats Step #16.		THE RED GIRL LIVES IN THE SMALLEST HOUSE.	They put the red girl in Square B.
18. Points to Square A; writes SCHOOL in it.	THIS IS A SCHOOL WRITE IT.		They write the word SCHOOL.
19. Tapes the green boy against Square C and points to it.	THIS IS THE GREEN BOY'S HOUSE.	THIS IS THE GREEN BOY'S HOUSE.	They put the green boy in Square C.
20. Draws his finger several times between Squares C and A.			
21. Repeats Step #20.		THE GREEN BOY LIVES NEAREST THE SCHOOL.	
22. Draws his finger several times between Squares C and B.	THE GREEN BOY LIVES NEAREST THE RED GIRL GIRL'S HOUSE.*	THE GREEN BOY LIVES NEAREST THE RED GIRL'S HOUSE.	
23. Repeats Step #22.		THE GREEN BOY LIVES NEAREST THE RED GIRL'S HOUSE.	
24. Draws his finger several times between Squares D and A.	THE BLUE BOY LIVES FARTHEST FROM THE SCHOOL.	THE BLUE BOY LIVES FARTHEST FROM THE SCHOOL.	
25. Repeats Step #24. He keeps the blackboard drawing and shapes locations for Presentation B.			

*It would also be correct to say: THE GREEN BOY LIVES NEAREST THE RED GIRL.

THIS MUSICAL SCALE HAS EIGHT STEPS. ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT.

THIS CROWN HAS NINE POINTS. ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT, NINE.

WE HAVE TEN FINGERS. ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT, NINE, TEN.

#143

ACTIVITY

Each pupil needs: The Number Writing Booklet

A pencil

Aim: To practice writing numbers.

Description of Procedures:

Each pupil works by himself.

The teacher first tells the pupils to trace over the numbers with their pencils, and then, to write free numbers in the blank spaces provided.

The pictures in the Number Writing Booklet are self-explanatory, however, if the teacher wishes to make any explanations for the pictures, he may do so. He may point out each of the pictures in turn and count out the features in them. For example:

THE SUN. THERE IS ONLY ONE. ONE.

WE HAVE TWO EYES. ONE, TWO.

A TRIANGLE HAS THREE SIDES. ONE, TWO, THREE.

THIS CLOVER HAS FOUR LEAVES. ONE, TWO, THREE, FOUR.

A HAND HAS FIVE FINGERS. ONE, TWO, THREE, FOUR, FIVE.

THIS STAR HAS SIX POINTS. ONE, TWO, THREE, FOUR, FIVE, SIX.

THIS CONSTELLATION HAS SEVEN STARS. IT IS THE DIPPER. ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
8.	PUT YOUR PENCIL ON THE DESK.		They do it.
9. Repeats Steps #5-#8 until all of the numbers have been practiced.			

#143

PRESENTATION

Teacher needs: Page 1 of the Number Writing Booklet

A piece of white chalk

A piece of colored chalk

Each pupil needs: The first page of the Number writing Booklet

A pencil

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Writes a large "1" on the blackboard with white chalk.		ONE.	
2. Traces over it with his finger. Holds up page 1.	TRACE OVER NUMBER ONE WITH YOUR FINGER. SAY: ONE	ONE.	They do it.
3. Traces over it with a piece of colored chalk.	TAKE YOUR PENCIL. TRACE OVER NUMBER ONE. SAY IT.	ONE.	They do it.
4.	PUT YOUR PENCIL ON THE DESK.		They do it.
5. Write a large "2" on the blackboard with white chalk.	TWO.	TWO.	
6. Traces over it with his finger.	TRACE OVER NUMBER TWO. SAY IT.	TWO.	They do it.
7. Traces over it with a piece of colored chalk.	TAKE YOUR PENCIL. TRACE OVER NUMBER TWO. SAY IT.	TWO.	They do it.

UNIT #143

Pattern: 1 2 3 4 5 6 7 8 9 10

Teaching Points:

1. This Unit teaches recognition and writing of numbers through ten.

2. Writing numbers may be started approximately the same time that manuscript writing is introduced.

3. It is suggested that teaching numbers one through ten might be broken into two or three smaller groups, e.g., 1, 2, 3, 4; 5, 6, 7; 8, 9, 10.

4. In the Activity, the pupils should be allowed to work at their own speed. It is not necessary for a pupil to complete the entire Activity in one class period.

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#142

Description of Play:

A-1: Puts the word SCHOOL on Square C.
He says: THE SCHOOL IS TO THE LEFT OF THE BEND IN THE ROAD.
The others put the word SCHOOL in Square C.
A-1 removes the shield. The positions of the schools match.

B-1: Puts a red boy in Square D.
He says: THE RED BOY LIVES IN THE HOUSE ACROSS THE ROAD FROM THE SCHOOL.*
The others put a red boy in Square D.
B-1 removes the shield. The position of the boys match.

A-2: Puts a blue boy in Square F.
He says: THE BLUE BOY LIVES IN THE HOUSE FARTHEST FROM THE SCHOOL.
The others put a blue boy in Square F.

B-2: Puts a yellow boy in Square B.
He says: THE YELLOW BOY LIVES IN THE HOUSE NEAREST THE SCHOOL.**
The others put a yellow boy in Square B.
A-2 removes the shield. The positions match.

***A-1: Puts a green boy in Square E.
He says: THE GREEN BOY LIVES NEXT TO THE BLUE BOY'S HOUSE.
A-2 and B-1 put a green boy on Square E. B-2 puts a green boy on Square A.
A-1 removes the shield. A-2's and B-1's positions match. B-2's does not.
B-2 puts his green boy in the correct position.

B-1: Puts a red girl on Square A.
He says: THE RED GIRL LIVES FARTHEST FROM THE BLUE BOY'S HOUSE.
The others put the red girl on Square A.
B-1 removes the shield. The positions match.

*It would also be correct if he said: THE RED BOY LIVES IN THE BIGGEST HOUSE.
**It would also be correct if he said: THE YELLOW BOY LIVES IN THE SMALLEST HOUSE.
***A mistake has been included in this description.

#142

COMMUNICATION ACTIVITY

Materials needed: 4 copies of Stencil # 9
4 red shapee boys
4 green boys
4 blue boys
4 yellow boys
4 red girls
a small card with the word SCHOOL printed on it.
a shield

Aim: To duplicate the moves made by each of the pupils.

Starting Position:

The pupils are seated around the table. The shield is between A-1 and the other pupils. One of each color shapee boy or girl is in front of the pupils as well as a copy of Stencil #9.

A-1 must locate the position of the SCHOOL first. Whoever initiates the second round of the activity must locate the position of the SCHOOL first, too.

#142

TEACHER		CLASS	
DOES	SAYS	SAYS	DOES
8. Points to the bend in the road.	THIS IS A BEND IN THE ROAD. A BEND IN THE ROAD.	A BEND IN THE ROAD.	
9. Points to the green boy.	THE GREEN BOY LIVES TO THE LEFT OF THE BEND IN THE ROAD.	THE GREEN BOY LIVES TO THE LEFT OF THE BEND IN THE ROAD.	
10. Repeats Step #9.		THE GREEN BOY LIVES TO THE LEFT OF THE BEND IN THE ROAD.	
11. Points to Square D.	THE BLUE BOY LIVES TO THE RIGHT OF THE BEND IN THE ROAD.	THE BLUE BOY LIVES TO THE RIGHT OF THE BEND IN THE ROAD.	
12. Points to the word SCHOOL. Holds up an eraser.	ERASE THE WORD SCHOOL FROM YOUR PAPERS.		They do it.

PRESENTATION B

Teacher needs:	The blackboard drawing of Stencil #9 and shapees from Presentation A.	Each group needs:	The Stencils used in Presentation A. An eraser.

TEACHER		CLASS	
DOES	SAYS	SAYS	DOES
1. Points to Squares C and D.	THE GREEN BOY LIVES ACROSS THE ROAD FROM THE BLUE BOY.	THE GREEN BOY LIVES ACROSS THE ROAD FROM THE BLUE BOY.	
2. Repeats Step #1.		THE GREEN BOY LIVES ACROSS THE ROAD FROM THE BLUE BOY.	
3. Points to Squares B and D.	THE RED GIRL LIVES ACROSS THE ROAD FROM THE BLUE BOY.	THE RED GIRL LIVES ACROSS THE ROAD FROM THE BLUE BOY.	
4. Repeats Step #3.		THE RED GIRL LIVES ACROSS THE ROAD FROM THE BLUE BOY.	
5. Points to Squares B and C.	THE GREEN BOY LIVES NEXT TO THE RED GIRL.	THE GREEN BOY LIVES NEXT TO THE RED GIRL.	
6. Repeats Step #5.		THE GREEN BOY LIVES NEXT TO THE RED GIRL.	
7. Draws his finger along the road.	THIS IS A ROAD. A ROAD.	A ROAD.	

NUMBER WRITING
BOOKLET

For use with Unit #143

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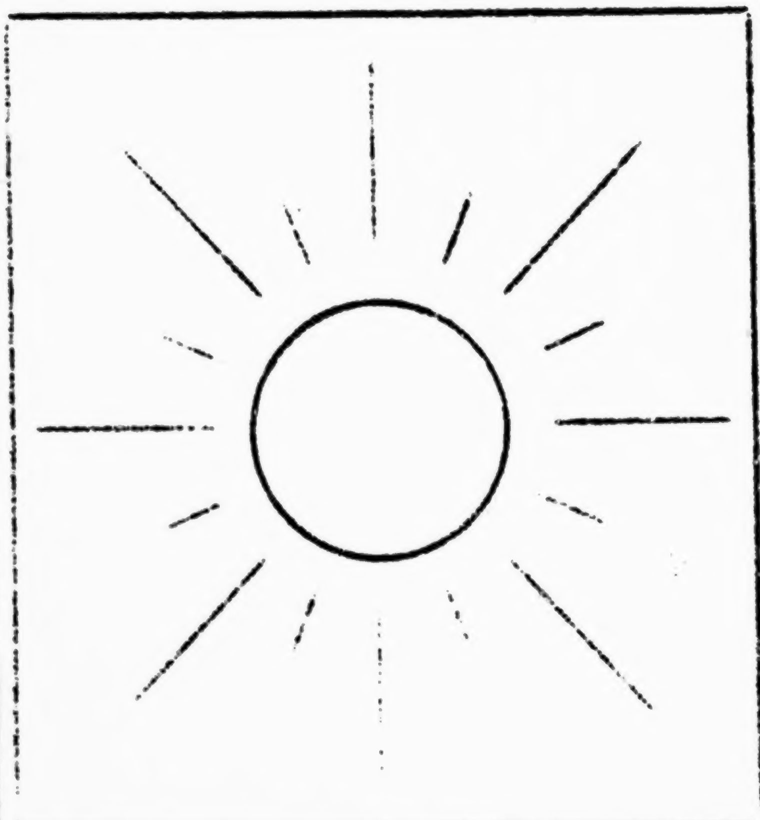
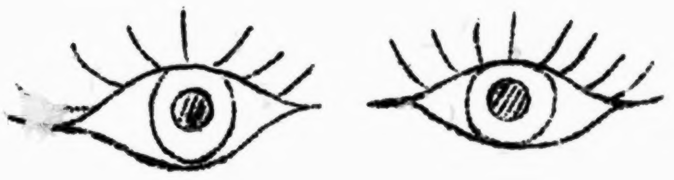
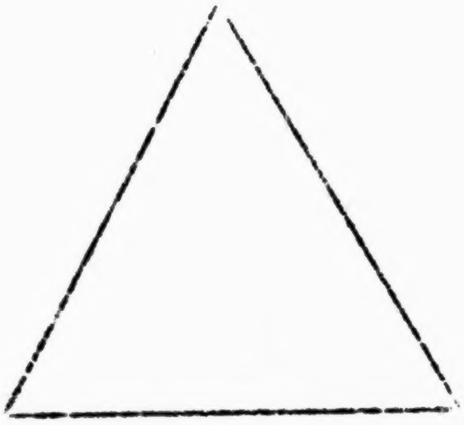
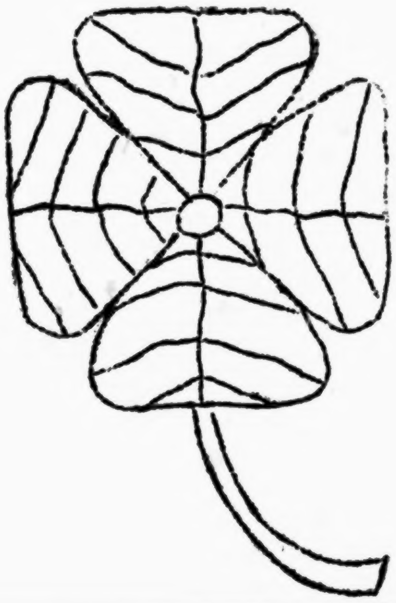




1	1	1
1	1	1

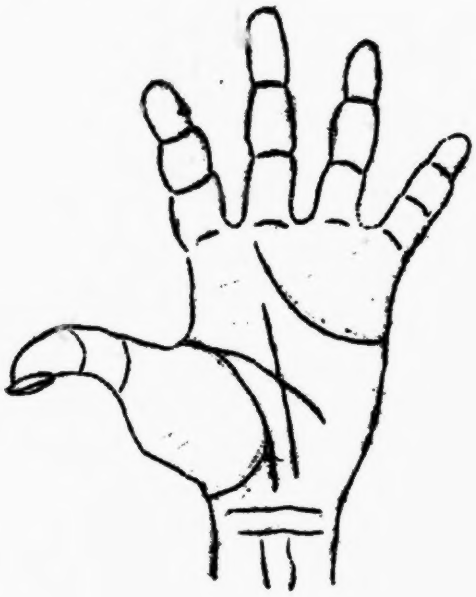
2	2	2
2	2	2

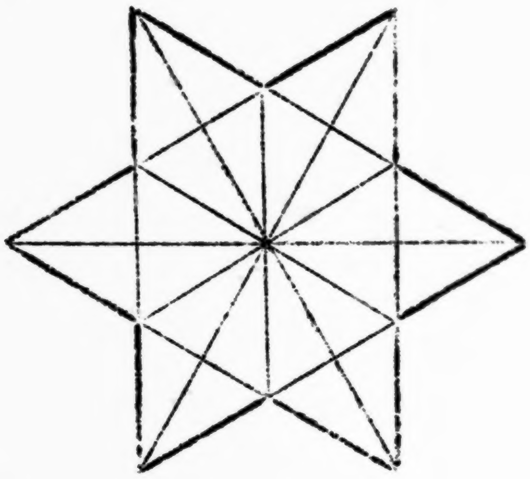




3	3	3
3	3	3

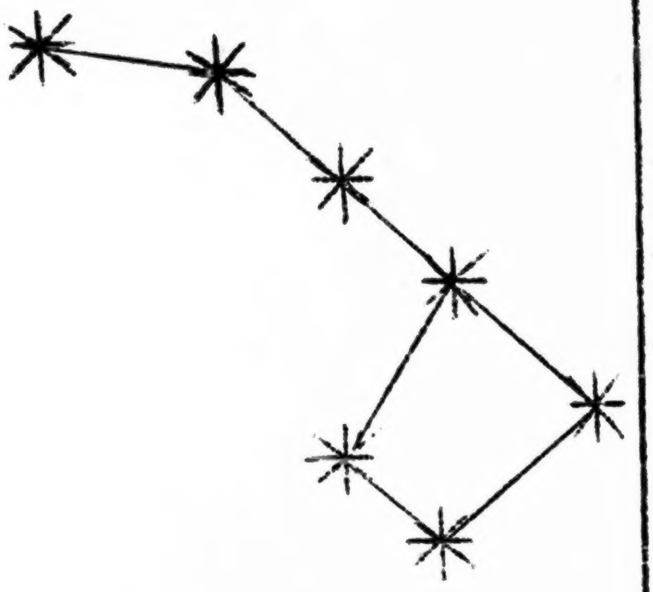
4	4	4
4	4	4

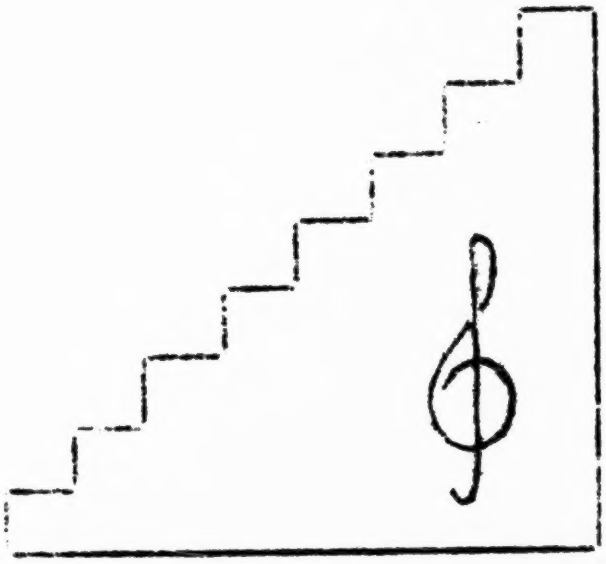




5	5	5
5	5	5

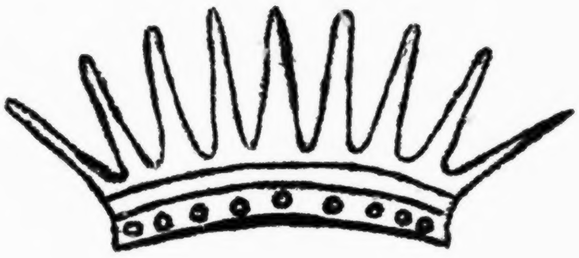
6	6	6
6	6	6

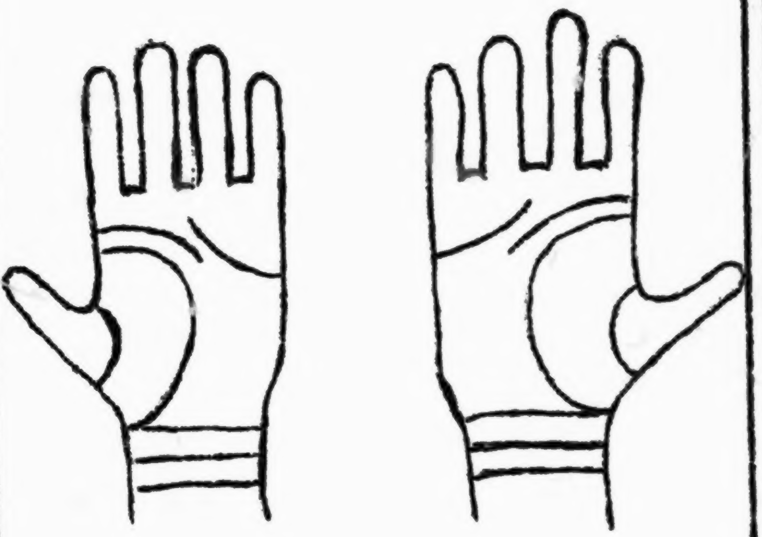




7	7	7

8	8	8





9	9	9

10	10	10

1	2	3
4	5	6
7	8	9
	10	

UNIT #144

Pattern:

I HAVE	1	RED SQUARE(S) AND	1	BLUE ONE(S). HOW MANY SQUARES DO I HAVE IN ALL?	TWO
	2		2		THREE
	3		3		FOUR
	4		4		FIVE
					SIX
					SEVEN
					EIGHT

Teaching Points:

1. This Unit has three parts to the Presentation: A, B, and C. Section A of Stencil #10 accompanies Presentation A; Section B accompanies Presentation B; and in Presentation C shapees are used. It is intended that these be used during at least three different class periods, and the Communication Activity may be used whenever the pupils have completed Presentation C.

2. This Unit develops an understanding of the idea of addition, and, that mathematical sets may consist of a variety of similar objects (i.e., red squares and blue squares, not merely red squares or blue squares.

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#144A

PRESENTATION A AND B

Teacher needs: A copy of Stencil #10, folded along the fold line so that only Section A is visible to the class.

Each pupil needs:
(1) A copy of Stencil #10, Section A folded along the fold line.

(2) Red and blue crayons.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up Section A; points to Part 1.	LOOK AT PART 1. LOOK AT THE LEFT. COLOR THE 2 CIRCLES ON THE TOP RED.		They do it.
2.	LOOK AT THE RIGHT. COLOR THE CIRCLE ON THE TOP RED.		They do it.
3. Points to Part 1.	LOOK AT PART 1. LOOK AT THE LEFT. COLOR THE 3 CIRCLES ON THE BOTTOM BLUE.		They do it.
4.	LOOK AT THE RIGHT. COLOR THE CIRCLE ON THE BOTTOM BLUE.		They do it.
5. Points to Part 1.	COUNT THE RED CIRCLES. SAY: ONE, TWO.	ONE, TWO.	
6. Points to Number 2 in the first row of the box, then to the last red circle; does this several times.	SAY: TWO RED CIRCLES.	TWO RED CIRCLES.	
7. Points to Number 2. Draws a circle with a crayon around Number2.	MAKE A CIRCLE AROUND NUMBER 2 WITH YOUR CRAYON.		They do it.
8. Points to the left of Part 1, indicating the blue circles.	COUNT THE BLUE CIRCLES. SAY: ONE, TWO, THREE.	ONE, TWO, THREE.	
9. Points to Number 3, then to the last blue circle on the right.	SAY: THREE BLUE CIRCLES.	THREE BLUE CIRCLES.	
10. Points to Number 3. Draws a circle with a crayon around Number 3.	MAKE A CIRCLE AROUND NUMBER 3 WITH YOUR CRAYON.		They do it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to all the blue and red circles on the left in Part 1.	COUNT ALL OF THE CIRCLES, SAY: ONE, TWO, THREE, FOUR, FIVE.	ONE, TWO, THREE FOUR, FIVE.	They do it.
12.	Points to Number 5 on the right of Part 1; indicates the blue and red circles on the left.	SAY: THERE ARE 5 CIRCLES IN ALL.	THERE ARE 5 CIRCLES IN ALL	
13.	Points to Number 5. Draws a circle around it.	MAKE A CIRCLE AROUND NUMBER 5 WITH YOUR CRAYON.		They do it.
14.	Repeats the process as in Steps #1-#13 for Part 2.			
15.	Holds up Section A again; indicates the top section of Part 3.	LOOK AT PART THREE. LOOK AT THE LEFT. COLOR THE 2 SQUARES ON THE TOP RED.		They do it.
16.		LOOK AT THE RIGHT. COLOR THE SQUARE ON THE TOP RED.		They do it.
17.	Indicates the bottom section of Part 3.	LOOK AT PART 2. LOOK AT THE LEFT. COLOR THE 3 SQUARES ON THE BOTTOM BLUE.		They do it.
18.		LOOK AT THE RIGHT. COLOR THE SQUARE ON THE BOTTOM BLUE.		They do it.
19.	Points to Part 3; points to the left half of it, pointing out the blue squares.	COUNT THE RED SQUARES. SAY: ONE, TWO.	ONE, TWO.	
20.	Points to the red square on the right and to Number 2; does this several times	SAY: TWO RED SQUARES.	TWO RED SQUARES.	

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
21.	Points to Number 2. Draws a circle around it.	MAKE A CIRCLE AROUND NUMBER 2 WITH YOUR CRAYON.		They do it.
22.	Points to the left of Part 3, indicating blue squares.	COUNT THE BLUE SQUARES. SAY: ONE, TWO, THREE.	ONE, TWO, THREE	
23.	Points to Number 3, then to the blue square on the right and to Number 3; does this several times.	SAY: THREE BLUE SQUARES.	THREE BLUE SQUARES.	
24.	Points to Number 3. Draws a circle around it.	MAKE A CIRCLE AROUND NUMBER 3 WITH YOUR CRAYON.		They do it.
25.	Points to all of the blue and red squares in Part 3.	COUNT ALL OF THE SQUARES: SAY: ONE, TWO, THREE, FOUR, FIVE.	ONE, TWO, THREE, FOUR, FIVE.	
26.	Points to Number 5 on the right of Part 3; indicates the blue and red squares on the left.	SAY: THERE ARE 5 SQUARES IN ALL.	THERE ARE 5 SQUARES IN ALL.	
27.	Points to Number 5.	MAKE A CIRCLE AROUND NUMBER 5 WITH YOUR CRAYON.		They do it.

PRESENTATION B

28. During another class period, proceed as in Steps #1-27 with Section B of Stencil #10.

PRESENTATION C

Teacher needs: 4 red shapes squares
4 blue shapee squares

Each group needs: 4 blue □ 4 red □ a bag

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up 1 red square and 2 blue ones.	I HAVE ONE RED SQUARE AND 2 BLUE ONES. HOW MANY DO I HAVE IN ALL?		
2. Puts all the squares in one hand.	THREE.	THREE.	
3. Points to A-1.	TAKE ONE RED SQUARE. AND 2 BLUE ONES.		He does it.
4. Points to A-1.	SAY: I HAVE ONE RED SQUARE AND 2 BLUE ONES. HOW MANY DO I HAVE IN ALL?	I HAVE ONE RED SQUARE AND 2 BLUE ONES. HOW MANY DO I HAVE IN ALL?	
5. Points to A-2.	SAY: THREE.	THREE.	A-1 puts the squares back in the bag.
6. Repeats Steps #1-#5 with B-1 using 2 red squares and one blue one.			
7. Repeats Steps #1-#5 with A-2 using 3 red squares and one blue one.			
8. Repeats Steps #1-#5 with B-2 using 2 red squares and 3 blue ones.			
9. Repeats Steps #1-#3 until the pupils can say the pattern well.			

COMMUNICATION ACTIVITY

Materials Needed: 1) Number cards: 2, 3, 4, 5, 6, 7, 8

2) Four red squares and four blue squares.

Aim: For a pupil to produce the correct number card for the number of squares drawn by his team-mate.

Starting Position:

The pupils are seated around their table. The red and blue squares are in the middle of it. As the Communication Activity begins A-2 has the Number Cards in front of himself. The cards are then passed to B-2, then A-1, and finally to B-1.

Description of Play

A-1: Takes 2 red squares and 2 blue squares. He lays them on the table in front of himself.
He says: I HAVE 2 RED SQUARES AND 2 BLUE ONES. HOW MANY (SQUARES) DO I HAVE IN ALL?
A-2 picks up the number card 4, and lays it next to the squares.
A-2 counts the squares: ONE, TWO, THREE, FOUR. His answer is correct.
A-1 puts the squares back in the bag.

B-1: Takes 3 blue squares and 4 red squares, and lays them on the table.
He says: I HAVE 3 BLUE SQUARES AND 4 RED ONES. HOW MANY SQUARES DO I HAVE IN ALL?
B-2 picks up the number card 7, and lays it next to the squares.
B-2 counts the squares: ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN. His answer is correct.
B-1 puts the squares back in the bag.

*A-2: Takes 2 blue squares and 4 red squares and lays them on the table.
He says: I HAVE 2 BLUE SQUARES AND 4 RED ONES. HOW MANY SQUARES DO I HAVE IN ALL?
B-2 picks up the number card 7, and lays it next to the squares.
B-2 counts the squares: ONE, TWO, THREE, FOUR, FIVE, SIX. His answer does not match the number card.
B-2 puts back the number card 7 and picks up the number card 6, and puts it next to the squares.
B-2 counts the squares again: ONE, TWO, THREE, FOUR, FIVE, SIX. Now his answer is correct.
B-1 puts the squares back in the bag.

*A mistake has been included in this description.

UNIT #145

Pattern: HOW MANY BOYS ARE IN THE FIRST SPACE? WRITE THE NUMBER ON YOUR PAPER. 1.
SECOND
2
3

HOW MANY BOYS ARE IN THESE SPACES IN ALL? 4.
5

DOES YOURS MATCH MINE? YES, IT DOES.
NO, IT DOESN'T.

Teaching Points:

1. This Unit introduces the plus (+) and is (or, equals) (=) sign.
2. In this Unit the Communication Activity is conducted between the teacher and the pupil.

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#145

PRESENTATION

Teacher needs: Blackboard and chalk. Each pupil needs: A pencil and a piece of paper.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		EVERYONE STAND UP.		They do it.
2.	Points to A-1.	SIT DOWN.		He does it.
3.	Points to A-1.	SAY: HOW MANY PUPILS ARE SITTING AT MY TABLE?	(A-1 says) HOW MANY PUPILS ARE SITTING AT MY TABLE?	
4.	Points to A-2.	SAY: ONE.	ONE.	
5.	Writes a big 1 on the blackboard.			
6.	Points to B-1.	SAY: HOW MANY PUPILS ARE STANDING AROUND MY TABLE?	(B-1 says) HOW MANY PUPILS ARE STANDING AROUND MY TABLE?	
7.	Points to B-2.	SAY: THREE.	THREE.	
8.	Writes a big 3 on the blackboard.			
9.	Writes a big + between the 1 and the 3 on the blackboard; points to all the pupils.	SAY: ONE PUPIL PLUS THREE PUPILS.	ONE PUPIL PLUS THREE PUPILS.	
10.	Points to A-2.	SAY: HOW MANY PUPILS ARE AROUND THE TABLE IN ALL?	(A-2 says) HOW MANY PUPILS ARE AROUND THE TABLE IN ALL?	
11.	Points to A-1.	SAY: FOUR.	(A-1 says) FOUR	
12.	Writes a big 4 on the blackboard.			
13.	Points to A-1, then to B-1, A-2, and B-2.	SAY: ONE PLUS THREE IS FOUR.	ONE PLUS THREE IS FOUR.	
14.	Writes an equals sign so the equation on the blackboard is as follows: 1+3=4. Points to each part of the equation as he says:			

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
15.	Points to B-1, A-2 and B-2, then to A-1.	SAY: THREE PLUS ONE IS FOUR.	THREE PLUS ONE IS FOUR.	
16.	Writes the following on the blackboard: 3+1=4. Points to each part of the equation as she says:	SAY: THREE PLUS ONE IS FOUR.	THREE PLUS ONE IS FOUR.	
17.	Points to the first equation and to A-1.	A-1 SAY:	ONE PLUS THREE IS FOUR.	
18.	Points to the second equation and to B-1.	B-1 SAY:	THREE PLUS ONE IS FOUR.	
19.	Points to the second equation and to A-2.	A-2 SAY:	THREE PLUS ONE IS FOUR.	
20.	Points to the first equation and to B-2.	B-2 SAY:	ONE PLUS THREE IS FOUR.	
21.		EVERYONE SIT DOWN.		They do it.
22.	Indicates the first equation on the blackboard.	WRITE THIS ON YOUR PAPER: (1+3=4)		They do it.
23.	Indicates the second equation on the blackboard.	WRITE THIS ON YOUR PAPER: (3+1=4)		They do it.
24.	Repeats the above steps with the following combinations of pupils: 2 sitting down and 2 standing up (2+2=4) 3 sitting down and 1 standing up (3+1=4; 1+3=4)			

#145

COMMUNICATION ACTIVITY

Materials needed: A pencil and a copy of Stencil #11 for each pupil.

Aim: To match each pupil's card with the teacher's.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up a copy of Stencil #11. Indicates only Part 1 (left section).	HOW MANY BOYS ARE IN THE FIRST SPACE?		They write in 3.
2. Indicates Part 1 (middle section).	HOW MANY BOYS ARE IN THE SECOND SPACE? WRITE THE NUMBER ON YOUR PAPER.		They write in 1.
3. Indicates Part 1 (left and middle sections).	HOW MANY BOYS ARE IN THESE SPACES IN ALL?	FOUR.	They write in 4.
4. Holds up his sheet with the numbers in and points to right side of sheet with 4 on it.	HOLD UP YOUR PAPERS. DOES YOURS MATCH MINE?	YES, IT DOES.	
5. Repeats Steps #1-#4 for Part 2 of the Stencil.			
6. Repeats Steps #1-#3 for Part 3 of the Stencil.			
7. Repeats Step #4.	HOLD UP YOUR PAPERS. DOES YOURS MATCH MINE?	NO, IT DOESN'T.	
8.	WRITE IN WHAT YOU NEED.		They write a + and an = sign.
9. Holds up his Sheet.	DOES YOURS MATCH MINE NOW?	YES, IT DOES.	

UNIT #146

Pattern:	1	PLUS	4	is	2.
	2		3		3.
	3		2		4
	4		1		5

Teaching Points:

1. This Unit provides practice in reading horizontal addition equations ($\square + \square = \square$) and introduces and practices reading vertical ones: $\begin{array}{r}\square\\ +\square\\ \hline \square\end{array}$
2. It provides practice in writing answers to both horizontal and vertical equations.
3. Two Stencils accompany this Unit: A and B.
4. This Unit may take at least two days to complete.

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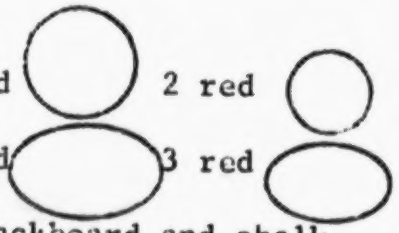
#146

PRESENTATION

Teacher needs: (1) 1 red 2 red
2 red 3 red



(2) A blackboard and chalk

(3) A copy of Stencil #(12A)

Each pupil needs: A pencil and a copy of Stencil #(12A).

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a large red circle and two little ones.	HOW MUCH IS TWO PLUS ONE? SAY: ONE PLUS TWO IS THREE.	ONE PLUS TWO IS THREE.	
2.	Holds up Stencil #(12A); indicates Part 1.	WRITE 1+2=3 ON YOUR PAPER.		They do it. (They write over the figures.)
3.	Holds up 2 large ovals; puts them down; then holds up 3 little ovals.	HOW MUCH IS TWO PLUS THREE? SAY: TWO PLUS THREE IS FIVE.	TWO PLUS THREE IS FIVE.	
4.	Holds up the Stencil; indicates Part 2.	WRITE 2+3=5 ON YOUR PAPER.		They do it.
5.	Holds up the Stencil; indicates Part 3.	HOW MUCH IS ONE PLUS ONE? SAY:	ONE PLUS ONE IS TWO.	
6.		WRITE IT ON YOUR PAPER. WRITE "ONE PLUS ONE IS TWO" ON YOUR PAPER.		They do it.
7.	Points to A-1; indicates Part 4.	SAY: HOW MUCH IS TWO PLUS ONE?	(A-1 says) HOW MUCH IS TWO PLUS ONE?	

	TEACHER		CLASS	#146
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
8.	Points to A-2.	SAY: TWO PLUS ONE IS THREE.	TWO PLUS ONE IS THREE.	
9.	Points to A-1.	SAY: WRITE IT ON YOUR PAPER.	(A-1 says) WRITE IT ON YOUR PAPER.	A-2 does it.
10.	Repeats Steps #7-#9, alternating between the B and the A team until Parts 5)-10) of the Stencil have been completed.			
11.	Writes 1+2=3 on the blackboard; then writes 1 +2 3 on the blackboard; points to the horizontal notation; then to the vertical notation.	ONE PLUS TWO IS THREE. ONE PLUS TWO IS THREE.		
12.	Points to Part 11 .	LOOK AT YOUR PAPER. HOW MUCH IS ONE PLUS TWO?	THREE.	
13.		WRITE IT ON YOUR PAPER.		They all write 3 in the box.
14.	Points to A-1; indicates Part 12).	SAY: HOW MUCH IS TWO PLUS THREE?	(A-1 says) HOW MUCH IS TWO PLUS THREE?	
15.	Points to A-2.	SAY: TWO PLUS THREE IS FIVE.	(A-2 says) TWO PLUS THREE IS FIVE.	
16.	Points to A-1.	SAY: WRITE IT ON YOUR PAPER.	(A-1 says) WRITE IT ON YOUR PAPER.	A-2 does it.
17.	Repeats Steps #14-#16 alternating between the B team and the A team until Parts 13-19 of Stencil # (A) have been completed.			

#146

COMMUNICATION ACTIVITY

Materials needed: Each pupil needs:
1) A pencil.
2) A copy of Stencil #12B.
3) A shield.

Aim: To complete the vertical addition equations.

Starting Position:

The pupils are seated around their table. Each pupil has a copy of Stencil #12B and a pencil in front of him. As the Communication Activity begins, A-1 is behind the shield.

Description of Play:

A-1: Writes the sum to any of the problems on his Stencil$\left(\begin{array}{r}2\\ \underline{+2}\\ 4\end{array}\right)$.

He says: TWO PLUS TWO IS FOUR.
A-2 looks at his Sheet and chooses $\begin{array}{r}2\\ \underline{+2}\end{array}$ and writes in 4 underneath the line.
A-1 removes the shield.
The sums match.

B-1: Writes the sum to a problem $\left(\begin{array}{r}4\\ \underline{+1}\\ 5\end{array}\right)$.

He says: FOUR PLUS ONE IS FIVE.
B-2 looks at his Sheet and chooses $\begin{array}{r}4\\ \underline{+1}\end{array}$ and writes in 5.
B-1 removes the shield.
The sums match.

*A-2: Writes the sum to the problem $\left(\begin{array}{r}3\\ \underline{+2}\\ 5\end{array}\right)$.

He says: THREE PLUS TWO IS FIVE.
A-1 looks at his Sheet and chooses $\begin{array}{r}2\\ \underline{+3}\end{array}$ and writes in 5.
A-2 removes his shield.
The sums match, but the order of the numbers in the combinations do not.
A-1 erases his answer.
A-1 repeats: THREE PLUS TWO IS FIVE.
A-2 chooses $\begin{array}{r}3\\ \underline{+2}\end{array}$ and writes in 5.

A-1 and A-2 compare answers again. They match.

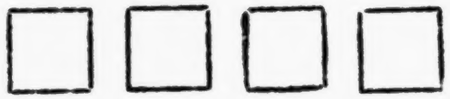
*A mistake has been included in this description.

UNIT #147

Pattern:	HERE	ARE	5	SQUARES.	TAKE	AWAY	1.	HOW	MANY	ARE	LEFT?	4
			4				2					3
			3				3					2
			2				4					1

Teaching Points:

1. The idea of subtraction is introduced by using the words, "take away," and "how many are left?"

2. In the Presentation and the Communication Activity, it is necessary to associate the number of subjects in a set with the number itself, for example:  must be identified as "4" and spoken as "four."

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#147

PRESENTATION

Teacher needs the following:

5 □ (any colors)

number cards: 1, 2, 3, 4.
(1 of each)

Each group needs the following:

20 □ (any colors)

number cards: 1, 2, 3, 4.
(1 of each)

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up 5 squares, (3 in one hand, 2 in the other).	TAKE 5 SQUARES.		They do it.
2.	Holds up the 5 squares.	HERE ARE 5 SQUARES.	HERE ARE 5 SQUARES.	They hold them up.
3.	Puts 2 on the desk.	TAKE AWAY TWO.	TAKE AWAY TWO.	They each put two on their desks.
4.		HOW MANY ARE LEFT?	HOW MANY ARE LEFT?	
5.		THREE.	THREE.	
6.	Points to A-1. Holds up 4 squares.	HERE ARE FOUR SQUARES.	HERE ARE FOUR SQUARES.	A-1 holds up 4 squares.
7.	Points to A-1.	TAKE AWAY TWO.	TAKE AWAY TWO.	A-1 puts down 2 squares.
8.	Points to A-1.	HOW MANY ARE LEFT?	HOW MANY ARE LEFT?	
9.	Points to A-2.	TWO.	TWO.	A-2 holds up the 2 remaining squares.
10.	Repeats steps 6-9 with B-1 and B-2.			

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
11.	Points to A-2. Holds up 3 squares.	HERE ARE THREE SQUARES.	HERE ARE THREE SQUARES.	A-2 holds up 3 squares.
12.	Points to A-2.	TAKE AWAY ONE.	TAKE AWAY ONE.	
13.	Points to A-2.	HOW MANY ARE LEFT?	HOW MANY ARE LEFT?	
14.	Points to A-1.	TWO.	TWO.	A-1 holds up the 2 remaining squares.
15.	Repeats steps 11-14 with B-1 and B-2.			
16.	Repeats steps 6-14, but in steps 9 and 14, has the pupils hold up appropriate number cards, that is: $\boxed{2}$ in step 9; $\boxed{2}$ in step 14.			
17.	Repeats steps 6-9 with A-1 and A-2, and with B-1 and B-2 using variety of numerical combinations, but not combinations which result in zero. (For example: Here are 4 squares. Take away 4.)			

#147

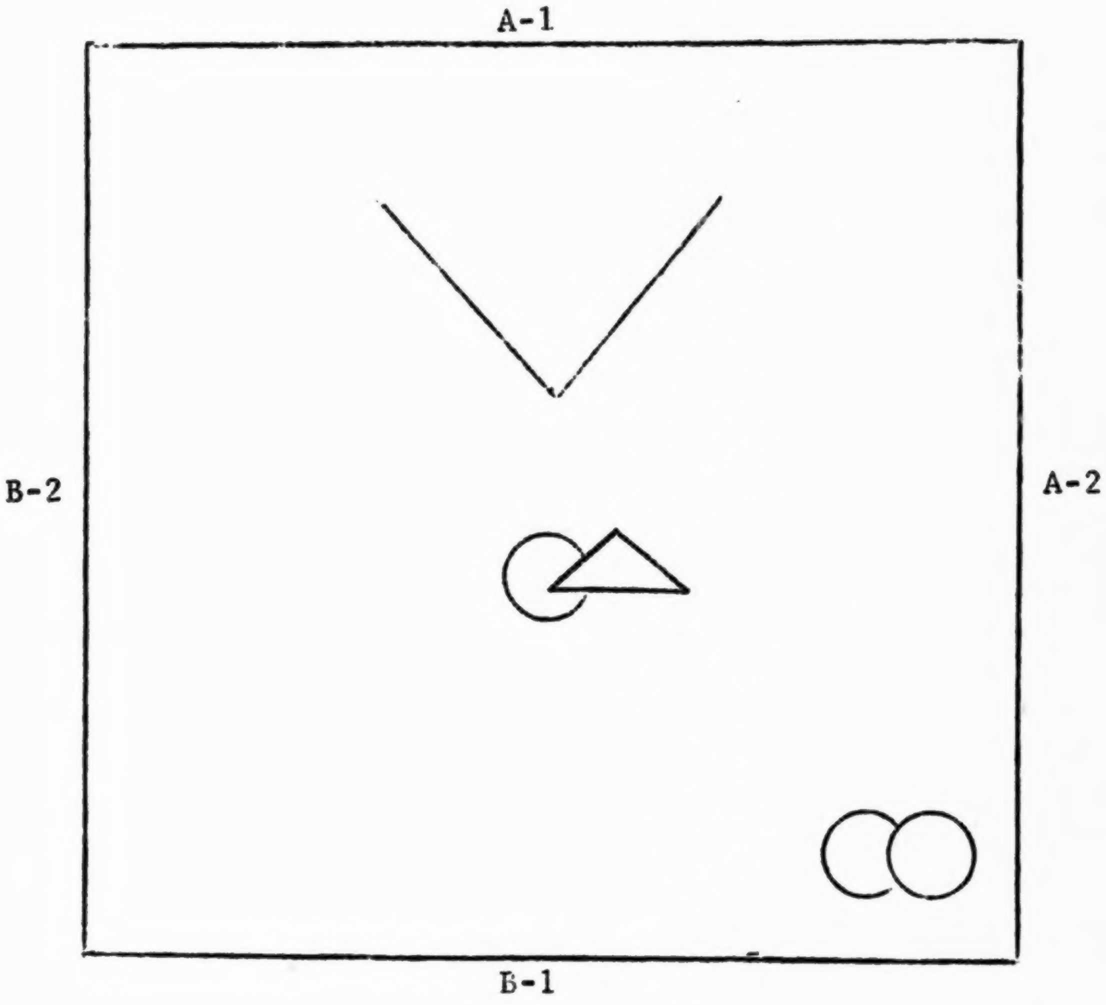
Communication Activity

Materials needed:

1) The squares used in the Presentation.
2) Number cards: 1, 2, 3, 4.
3) Shield.
4) Counters.

Aim: To get the most counters for the team in four rounds.

Starting Position:



Description of Play:

A-1: Picks up 4 squares from the center of the table.
He says: HERE ARE 4 SQUARES, and holds them up.
He hides them behind the shield, and then puts one in his lap.
He says: TAKE AWAY ONE. HOW MANY ARE LEFT?
A-2 picks out the number card (#3) and says: THREE.
A-1 removes the shield and shows the remaining three squares. They match the number card which A-2 has.
A-2 takes a counter for the team. The squares and the number card are returned to the table.

B-1: Picks up 3 squares.
He says: HERE ARE 3 SQUARES, and holds them up.
He hides them behind the shield, and then puts 2 in his lap.
He says: TAKE AWAY TWO. HOW MANY ARE LEFT?
B-2 picks out the number card (#1) and says, ONE.
B-1 removes the shield and shows the remaining square. It matches the number card which B-2 has.
B-2 takes a counter for the team. The squares and the number card are returned to the table.

A-2: Picks up 5 squares.
He says: HERE ARE FIVE SQUARES, and holds them up.
He hides them behind the shield, and then puts 3 in his lap.
He says: TAKE AWAY THREE. HOW MANY ARE LEFT?
A-1 picks out the number card (#2) and says, TWO.
A-2 removes the shield and shows the remaining squares. They match the number card which A-1 has.
A-1 takes a counter for the team. The squares and the card are returned to the table.

*B-2: Picks up 3 squares.
He says: HERE ARE THREE SQUARES, and holds them up.
He hides them behind the shield, and puts 1 in his lap.
He says: TAKE AWAY ONE. HOW MANY ARE LEFT?
B-1 picks out the number card (#1) and says, ONE.
B-2 removes the shield and shows the remaining squares. The number 1 card does not match the 2 remaining squares.
B-1 does not take a counter. The squares and the number card are returned to the table.

*A mistake has been included in this description.

UNIT #148

Pattern:	5	MINUS	1	IS	4
	4		2		3
	3		3		2
	2		4		1

Teaching Points:

1. Pupils are taught to recognize the minus (-) symbol.
2. The words "take away" are used only in steps 2 and 8; in all the other steps, it is important to use the word "minus."
3. The Activity for this Unit is not a Communication Activity, but a Practice Activity in which the pupils learn to work with parts of subtraction equations.

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#148

PRESENTATION

Teacher needs:

5 □ (any colors)

number cards: 1, 2, 3, 4, 5.
(1 of each) -1, -2, -3, -4.

Each group needs:

20 □ (any colors)

number cards: 1, 2, 3, 4, 5.
(1 of each) -1, -2, -3, -4.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up 5 squares (3 in one hand, 2 in the other.	TAKE 5 SQUARES.		They do it.
2.	Holds up 5 squares, then puts 2 on the desk.	FIVE SQUARES TAKE AWAY TWO SQUARES.	FIVE SQUARES TAKE AWAY TWO SQUARES.	
3.	Holds up 5 squares again, then puts 2 on the desk.	FIVE SQUARES MINUS TWO SQUARES.	FIVE SQUARES MINUS TWO SQUARES.	
4.	Holds up 5 squares again, then puts 2 on the desk, and then holds up the remaining 3 squares to coincide with the appropriate part of the sentence.	FIVE SQUARES MINUS TWO SQUARES IS THREE.	FIVE SQUARES MINUS TWO SQUARES IS THREE.	They put two squares on their desks, then hold up the remaining 3.
5.	Repeat Step 4.	FIVE SQUARES MINUS TWO SQUARES IS THREE.	FIVE SQUARES MINUS TWO SQUARES IS THREE.	They hold up 5 squares, put down 2 and hold the remaining 3. They put all the squares down.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
6. Holds up number 5 card, then -2 card.	FIVE MINUS TWO.	FIVE MINUS TWO.	They hold up number 5 and number -2. Then they put down number 5 card.
7. Holds up "-2 card" and points to minus sign on it.	MINUS.	MINUS.	They point to the minus sign.
8. Repeats Step 7.	TAKE AWAY.	TAKE AWAY.	They point to the minus sign.
9. Repeats Step 7.	MINUS.	MINUS.	They point to the minus sign.
10. Holds up number 5 card, then -2 card, puts them both in the same hand, then holds up the number 3 card.	FIVE MINUS TWO IS THREE.	FIVE MINUS TWO IS THREE.	They hold up number 5 and -2 cards, put them both in the left hand, then hold up the number 3 card.
11. Repeats Step 10.	FIVE MINUS TWO IS THREE.	FIVE MINUS TWO IS THREE..	
12. Holds up number 5 card; then -2 card. Points to A-1.		FIVE MINUS TWO IS THREE.	A-1 holds up number 3 card.
13. Holds up number 5 card, then -2 card. Points to B-1.		FIVE MINUS TWO IS THREE.	B-1 holds up the number 3 card.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
14. Holds up number 5 card; then -3 card. Points to A-2.		FIVE MINUS THREE IS TWO.	A-2 holds up the number 2 card.
15. Holds up number 5 card; then -3 card. Points to B-2.		FIVE MINUS THREE IS TWO.	B-2 holds up the number 2 card.
16. Repeats Step 15 with A-1, A-2, B-1 & B-2 using a variety of numerical combinations, but not combinations which result in zero. (For example: 3 minus 3 is zero.)			

Practice Activity

Materials needed: 1) Each pupil needs a pencil.

2) Each pupil needs a copy of Stencil #13.

Aim: To fill in all the squares correctly on the sheet.

Starting Position:

In this Practice Activity the pupils do not have to be seated around a table in the normal groups of four unless the teacher wishes them to do so.

#148

Description of Activity:

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.	Holds up a copy of Stencil # 13.	TAKE ONE OF THESE.		They each do it.
2.	Points to the first section.	FIVE MINUS ONE IS FOUR.	FIVE MINUS ONE IS FOUR.	
3.	Points to the box in the first section.	WRITE 4 IN THE SQUARE.		They each write "4."
4.	Points to the second section, then to A-1.	SAY:	FOUR MINUS ONE IS THREE	
5.	Indicates everyone, and points to the appropriate square.	WRITE 3 IN THE SQUARE.		They each write "3."
6.	Points to the third section, then to B-1.	SAY:	THREE MINUS ONE IS TWO.	
7.	Indicates everyone, and points to the appropriate square.	WRITE 2 IN THE SQUARE		They each write "2."
8.	Points to the fourth section, then to A-2.	SAY	TWO MINUS ONE IS ONE.	
9.	Indicates everyone, and points to the appropriate square.	WRITE ONE IN THE SQUARE		They each write "1."

Description of Activity:

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
10.	Points to the fifth section, then to B-2.	SAY:	FIVE MINUS TWO IS THREE	
11.	Indicates everyone, and points to the appropriate square.	WRITE 3 IN THE SQUARE.		The each write "3."
12.	Continues in the same way thru section 8 on the sheet.			
13.	Points to the ninth section, and to the − and = signs as they are spoken.	WRITE IN THE SIGN FOR "MINUS AND IS."		They do it; they write over the dotted lines.
14.	Points to the ninth section and to A-1.	SAY:	FOUR MINUS THREE IS ONE.	
15.	Indicates everyone, and points to the appropriate square.	WRITE 1 IN THE SQUARE		They do it.
16.	Continues in the same way thru section 14, calling on A-1, A-2, B-1 & B-2 in turn.			

UNIT #149

Pattern:	5	-	4	=	1
	4		3		2
	3		2		3
	2		1		4

Teaching Points:

1. The presentation stresses the inverse relationship between addition and subtraction.
2. Practice Activity No. 1 gives practice in reading and writing horizontal subtraction equations, and in formulating them from given pictures.
3. Practice Activity No. 2 gives practice in changing horizontal equations to vertical equations and in reading them.
4. The Communication Activity is based on reading and recognition of subtraction equations.

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#149

PRESENTATION

Each group needs:

8 red/4 blue △
12 red/8 blue □
16 red/4 blue ○
4 red/4 blue ▭

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1.		TAKE 2 RED TRIANGLES AND A BLUE ONE.		They do it.
2.		HOW MANY TRIANGLES ARE THERE IN ALL?	THREE.	
3.		TWO PLUS ONE IS THREE.	TWO PLUS ONE IS THREE.	
4.		TAKE AWAY THE BLUE TRIANGLE.		They cover the blue triangle with their hands and slide it aside.
5.		HOW MANY ARE LEFT?	TWO.	
6.		THREE MINUS ONE IS TWO.	THREE MINUS ONE IS TWO.	
7.		PUT THE TRIANGLES BACK. TAKE 3 RED SQUARES AND 2 BLUE ONES.		They put the triangles back in the middle of the table and take the squares.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
8.		HOW MANY SQUARES ARE THERE IN ALL?	FIVE.	
9.		THREE PLUS...	THREE PLUS TWO IS FIVE.	
10.		TAKE AWAY THE BLUE SQUARES.		They cover the blue squares with their hands and slide them aside.
11.		HOW MANY ARE LEFT?	THREE.	
12.		FIVE MINUS...	FIVE MINUS TWO IS THREE.	
13.		PUT THE SQUARES BACK. TAKE 4 RED CIRCLES AND A BLUE ONE.		They do it.
14.		HOW MANY CIRCLES ARE THERE IN ALL?	FIVE.	
15.		FOUR...	FOUR PLUS ONE IS FIVE.	
16.		TAKE AWAY THE BLUE ONE.		They do it.
17.		FIVE...	FIVE MINUS ONE IS FOUR.	
18.		PUT THE CIRCLE BACK. TAKE A RED STICK AND A BLUE ONE.		They do it.

#149

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
19.		HOW MANY STICKS ARE THERE IN ALL?	TWO.	
20.		ONE...	ONE PLUS ONE IS TWO.	
21.		TAKE AWAY THE BLUE STICK.		They do it.
22.		HOW MANY ARE LEFT?	ONE.	
23.		TWO...	TWO MINUS ONE IS ONE.	

PRACTICE ACTIVITY NO. 1

Materials needed:

A copy of Stencil #14 for each pupil (Practice Sheet) Activity 1.

A pencil for each pupil.

Aim: To fill in the blanks with the correct numbers.

Starting Position:

Each pupil has a copy of Activity 1 and a pencil in front of him. It is not necessary for the pupils to be seated in groups of four unless the teacher wishes it.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Holds up Practice Sheet, points to the first section.	HOW MANY TRIANGLES ARE THERE IN ALL?	THREE.	
2. Points to the unshaded triangle; traces her finger around the ring.	DRAW A RING AROUND THIS ONE. CALL IT MINUS ONE. WRITE IT IN THE BLANK SQUARE.	MINUS ONE.	They draw a ring around it, and write in "1."
3. Points to the triangles, then the equation.	THREE MINUS ONE IS TWO.	THREE MINUS ONE IS TWO.	

#149

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
4. Points to second section and repeats Steps 1, 2 & 3 with appropriate changes in numbers and name of shape.			
5. Points to third section.	HOW MANY CIRCLES ARE THERE IN ALL?	FIVE.	
6. Points to the blank square.	WRITE FIVE IN THE BLANK SQUARE.		They write in "5."
7. Points to the unshaded circle.	DRAW A RING AROUND THIS CIRCLE. CALL IT MINUS ONE.	MINUS ONE.	They draw a ring around it.
8. Points to the circles, then the equation.	FIVE MINUS ONE IS FOUR.	FIVE MINUS ONE IS FOUR.	
9. Points to the fourth section and repeats Steps 5, 6, 7, & 8 with appropriate changes in numbers & name of shape.			
10. Points to fifth section.	HOW MANY CIRCLES ARE THERE IN ALL?	FOUR.	
11.	WRITE FOUR IN THE FIRST BLANK SQUARE.		They do it.
12. Points to the shaded circle.	DRAW A RING AROUND THIS ONE. CALL IT MINUS ONE.	MINUS ONE.	They draw a ring around it.

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
13.	Points to first part of the equation while saying	FOUR MINUS ONE...	FOUR MINUS ONE IS THREE	
14.		WRITE THREE IN THE LAST BLANK.		They do it.
15.	Points to sixth section and repeats Steps 10, 11, 12, 13 and 14 with appropriate changes in numbers and name of shape.			
16.	Points to the seventh section.	HOW MANY STICKS ARE THERE IN ALL?	FIVE.	
17.		WRITE FIVE IN THE FIRST BLANK.		They do it.
18.	Points to the unshaded stick.	DRAW A RING AROUND THIS ONE. CALL IT MINUS ONE.	MINUS ONE.	They draw a ring around it.
19.	Points to the first part of the equation.	FOUR MINUS ONE...	FOUR MINUS ONE IS THREE.	
20.		WRITE THREE IN THE LAST BLANK.		They do it.
21.	Points to the eighth Section, and repeats Steps 16, 17, 18, 19 & 20 with appropriate changes in numbers and name of shape.			

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
22. Points to the equation in the first section.	EQUATION.	EQUATION.	
23. Points to the equation in the second section.	EQUATION.	EQUATION.	
24. Points to the equation in the third section.	EQUATION.	EQUATION.	
25. Points to the equation in the fourth section.	EQUATION.	EQUATION.	
26. Points to the equation in the fifth section.	EQUATION.	EQUATION.	
27. Continues the same procedure for Sections 6, 7, & 8. The pupils may then be given a second copy of the same Practice Sheet to do by themselves. They correct the second sheet by comparing it with the first.			

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
6. Repeats Steps 4 & 5 for the remaining sections. Note that the last sections require the pupil to write the full vertical equations, not merely race over numbers as in the first.			
7. Gives the pupils a second copy of the same stencil to do by themselves. They may correct their second one by comparing it to the first one.			

COMMUNICATION ACTIVITY

Materials needed: 1. Stencils used in Practice Activity No. 2.

2. Counters.

Aim: To get a counter in each section of the Practice Sheet.

Starting Position:

Description of Play:

A-1: Puts a counter on one of the equations (4 - 1=3).
He says: FOUR MINUS ONE IS THREE.
A-2 puts a counter on the appropriate equation on his practice sheet.
A-1 removes the shield. The equation which has the counter matches A-2's move.

B-1: Puts a counter on one of the equations (2 - 1=1).
He says: TWO MINUS ONE IS ONE.
B-2 puts a counter on the approporiate equation on his practice sheet.
B-1 removes the shield. B-2's move matches his.

A-2: Puts a counter on one of the equations (4 - 3=1).
He says: FOUR MINUS THREE IS ONE.
A-1 puts a counter on the appropriate equation on his practice sheet.
A-2 removes the shield. A-1's move matches his.

*B-2: Puts a counter on one of the equations (5 - 2=3).
He says: FIVE MINUS TWO IS THREE.
B-1 puts a counter on the equation: (5 - 3=2).
B-2 removes the shield. B-1's move does not match his.
B-1 removes the counter. B-2 keeps the counter on his sheet.

*A mistake has been included in this description.

UNIT #150 - TEST UNIT

Pattern:	1	+	5	=	1
	2		4		2
	3		3		3
	4		2		4
	5		1		5

Teaching Points: This unit reviews and tests the addition and subtraction taught in Units #144-#149.

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PRESENTATION

Teacher needs to write various equations in addition and subtraction on the blackboard, for example:

$1 + 2 = 3$ $2 - 1 = 1$

$1 + 3 = 4$ $3 - 1 = 2$

$2 + 2 = 4$ $4 - 2 = 2$

$3 + 2 = 5$ $3 - 2 = 1$

$4 + 1 = 5$ $4 - 1 = 3$

etc.

TEACHER		CLASS	
DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
1. Points to A-1, and then to an equation (4+1=5)	READ THE EQUATION.	FOUR PLUS ONE IS FIVE.	
2. Points to B-1, and an equation (3-2=1)		THREE MINUS TWO IS ONE.	
3. Points to A-2, and an equation (4-2=2)		FOUR MINUS TWO IS TWO.	
4. Points to B-2, and an equation (1+3=4)		ONE PLUS THREE IS FOUR.	
5. Repeats the above steps using other equations.			
6. In the following steps the teacher explains that she wants only one pupil to respond.			

	TEACHER		CLASS	
	DOES THIS	SAYS THIS	SAYS THIS	DOES THIS
7.	Points to A-1.	FOUR MINUS ONE IS THREE.		A-1 walks to the blackboard and points to 4-1=3.
8.	Points to B-1.	TWO MINUS ONE IS ONE.		B-1 walks to the blackboard and points to 2-1=1.
9.	Points to A-2.	THREE PLUS TWO IS FIVE.		A-2 walks to the blackboard and points to 3+2=5.
10.	Points to B-2.	TWO PLUS TWO IS FOUR.		B-2 walks to the blackboard and points to 2+2=4.
11.	Repeats the above steps using other equations.			

Communication Activity

Materials needed: 1. A correct, completed copy of Stencil #12B and Stencil #13 for each pupil.

2. Counters

3. A shield

Aim: To cover all the equations of the 2 stencils with counters.

Starting Postion:

The pupils are seated around their table. Each pupil has the completed copies of Stencil #12B (addition) and Stencil #13 (subtraction) in front of him. As the Communication Activity begins, A-1 has the shield in front of him. The counters are in the middle of the table.

Description of Play:

A-1: Puts a counter on one of his stencils (4+1=5)
He says: FOUR PLUS ONE IS FIVE.
A-2 puts a counter on the appropriate equation on one of his stencils.
A-1 removes the shield. The equation which has the counter matches A-2's move.

B-1: Puts a counter on one of the stencils (5-2=3).
He says: FIVE MINUS TWO IS THREE.
B-2 puts a counter on the appropriate equation.
B-1 removes the shield. The equation which has the counter matches B-2's move.

*A-2: Puts a counter on one of the stencils (3-2=1).
He says: THREE MINUS TWO IS ONE.
A-1 puts a counter on the section (3+2=5).
A-2 removes the shield. A-1's move does not match his.
A-1 removes the counter, A-2 keeps the counter on his sheet.

*B-2: Puts a counter on one of the sheets (4-1=3).
He says: FOUR PLUS ONE IS FIVE.
B-1 puts a counter on the appropriate equation.
B-2 removes the shield. The moves do not match.
B-1 keeps the counter. B-2 removes his counter.

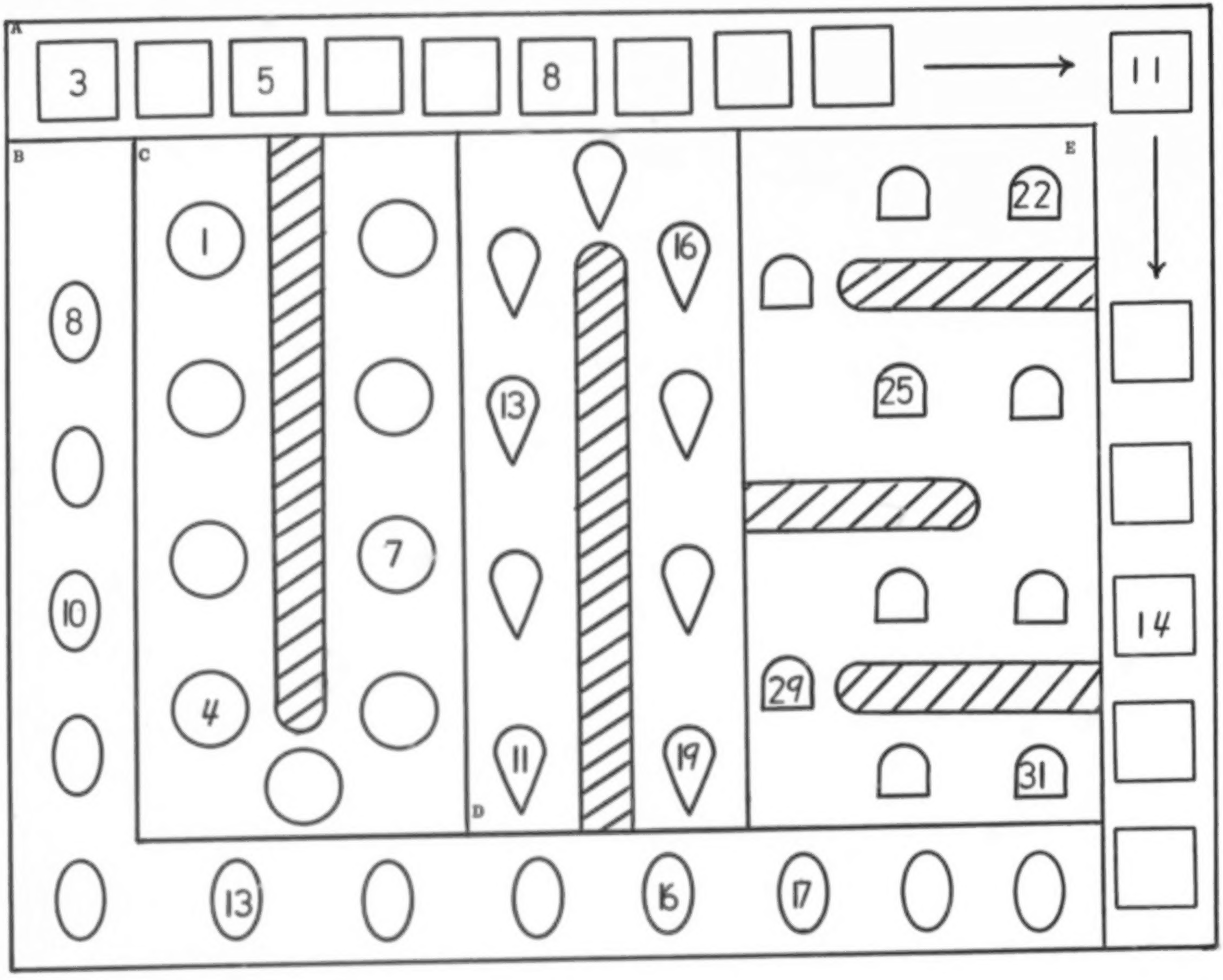
*A mistake has been included in this description.

Stencil Design #1

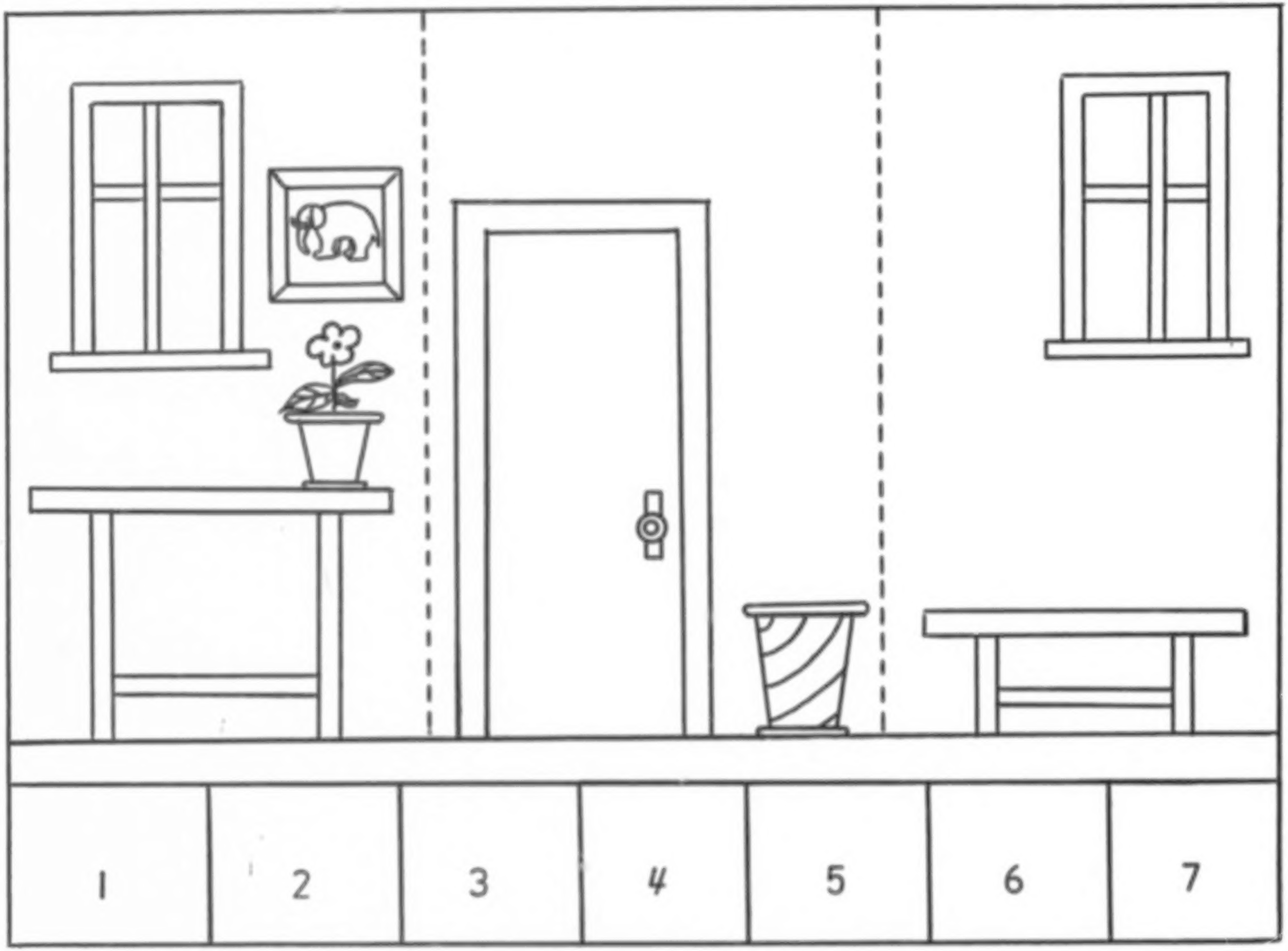
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Stencil Design #2

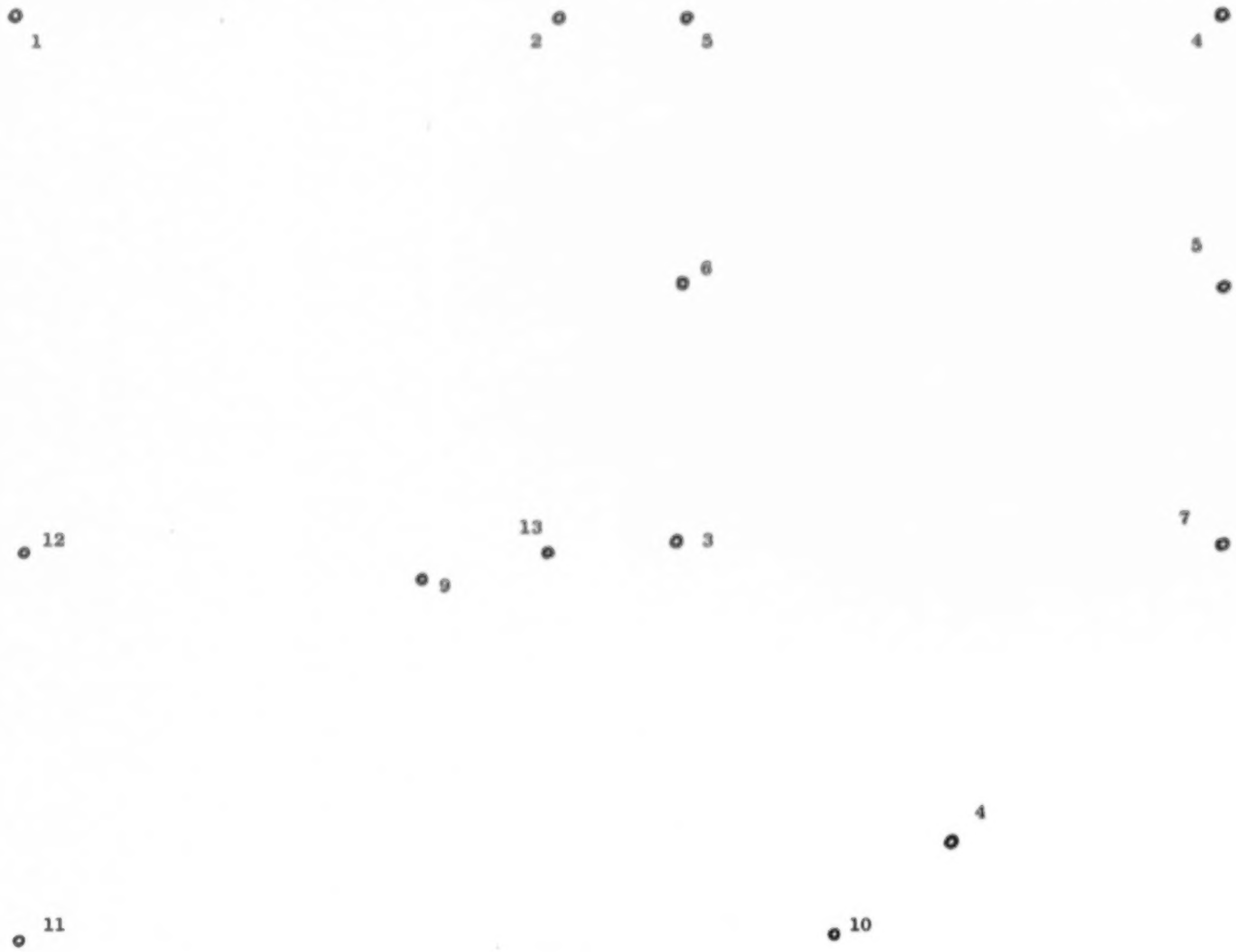
JANUARY	FEBRUARY	MARCH	APRIL
MAY	JUNE	JULY	AUGUST
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER


A
B
C
D
E

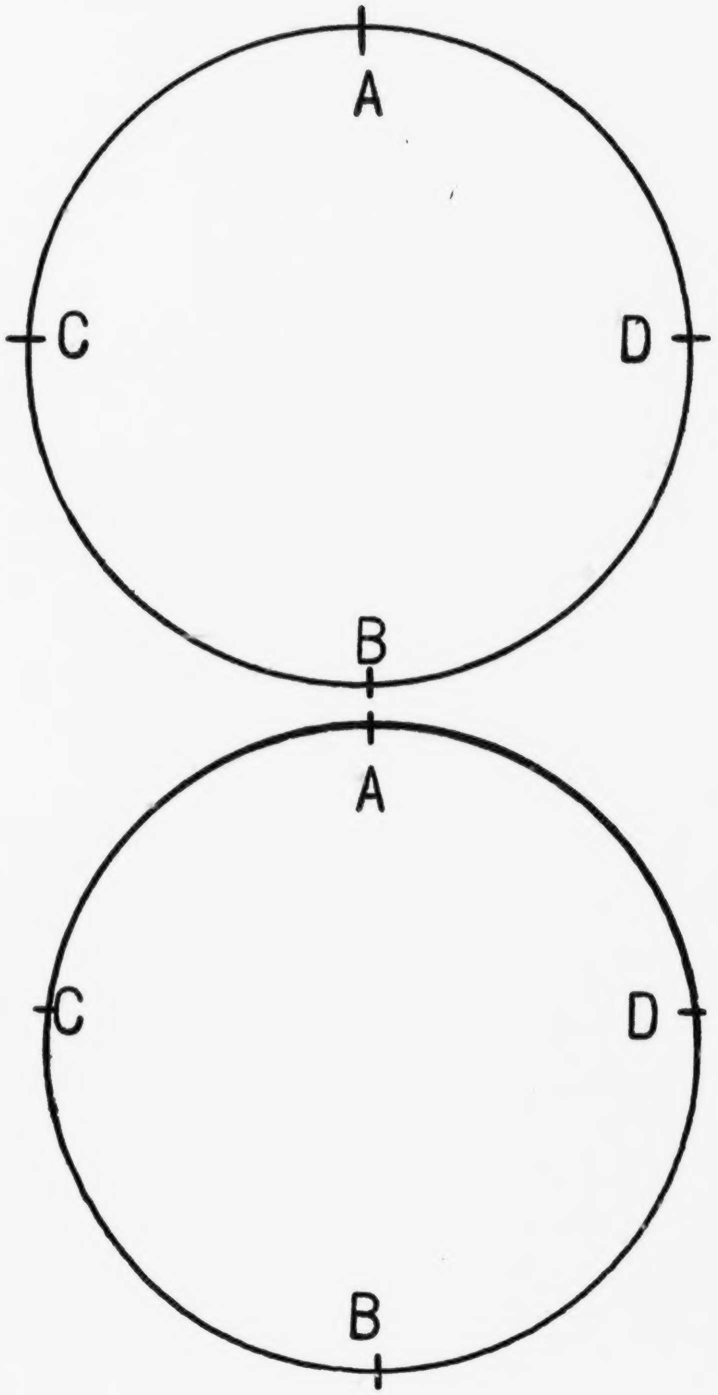
Stencil Design #4

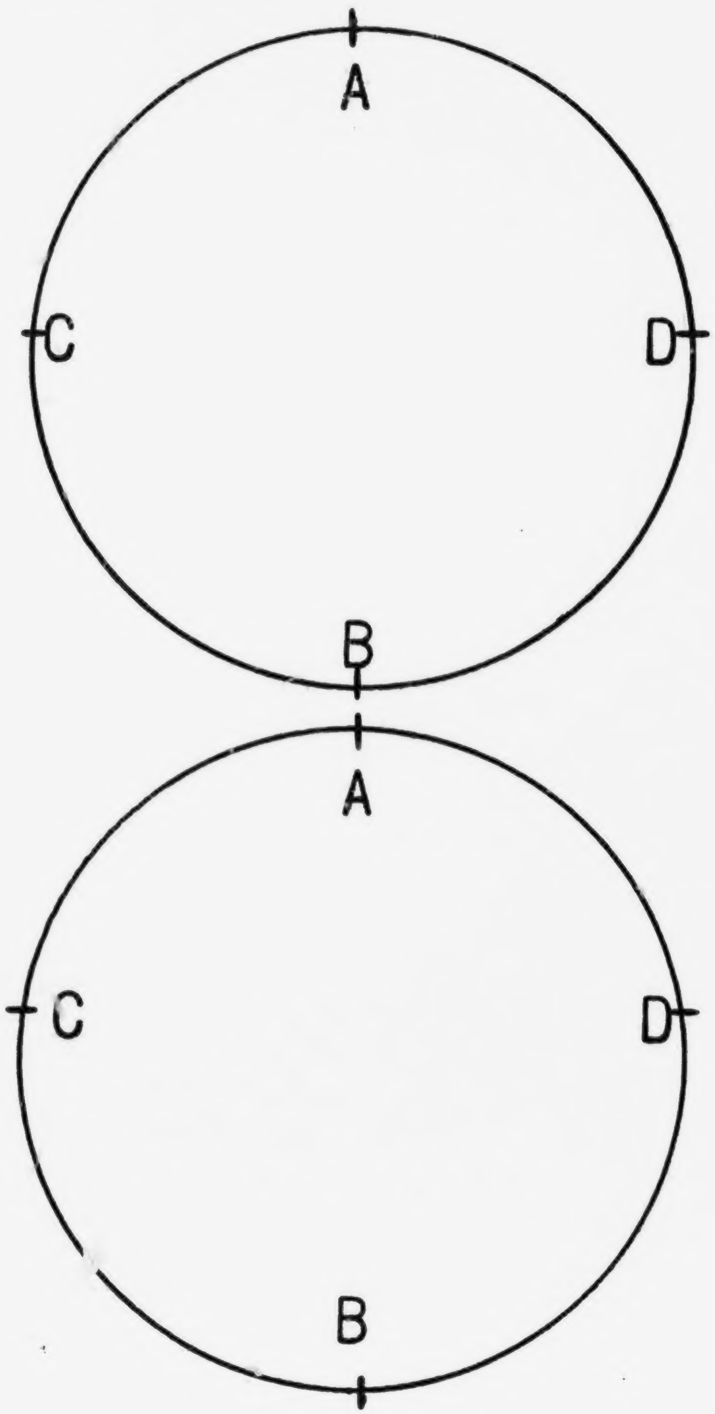


Stencil Design #5


1
2
5
4
6
5
12
13
3
7
9
4
11
10

Stencil Design #6





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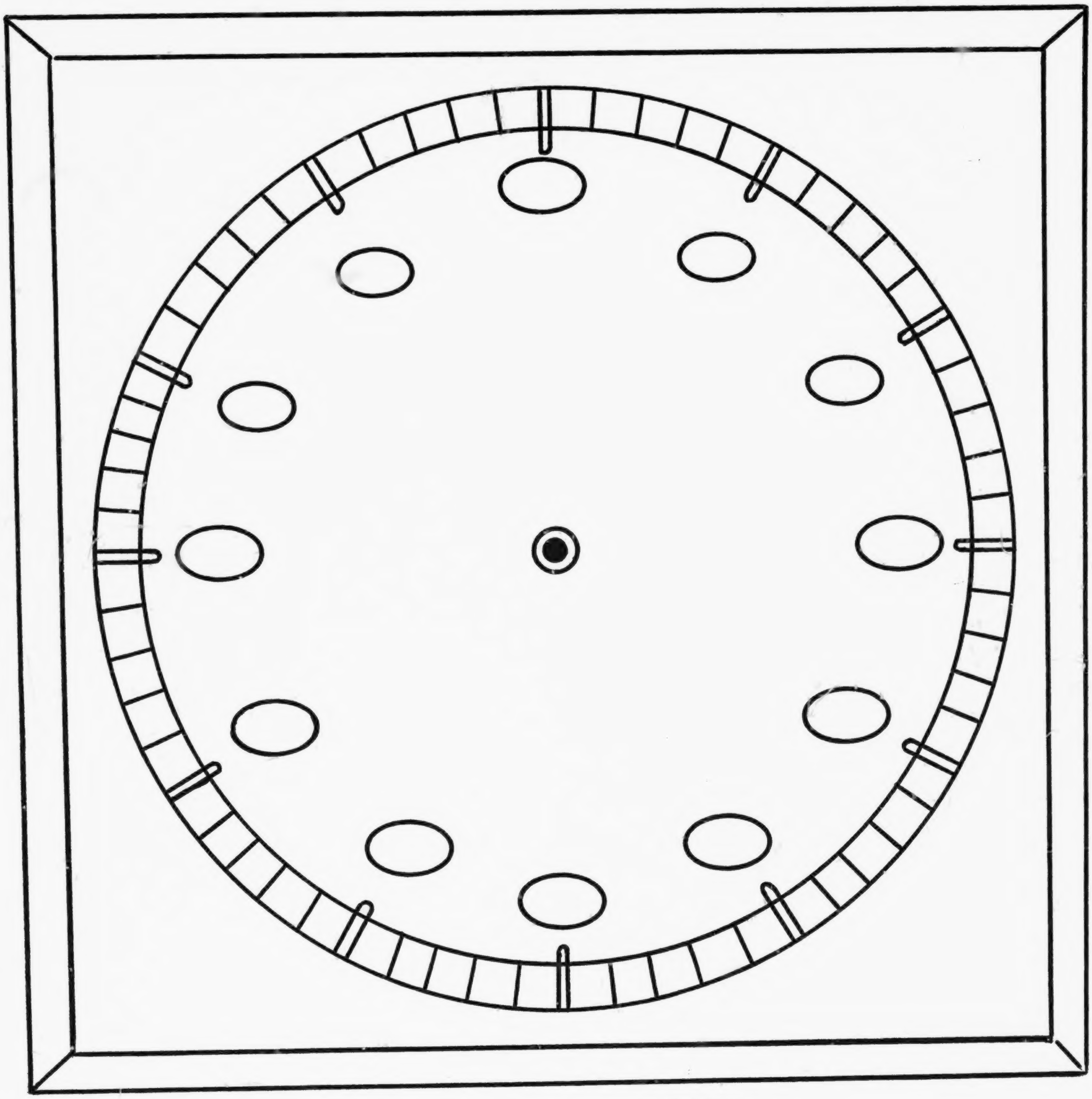
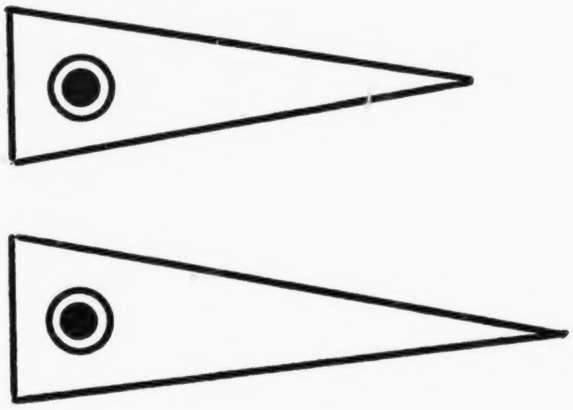
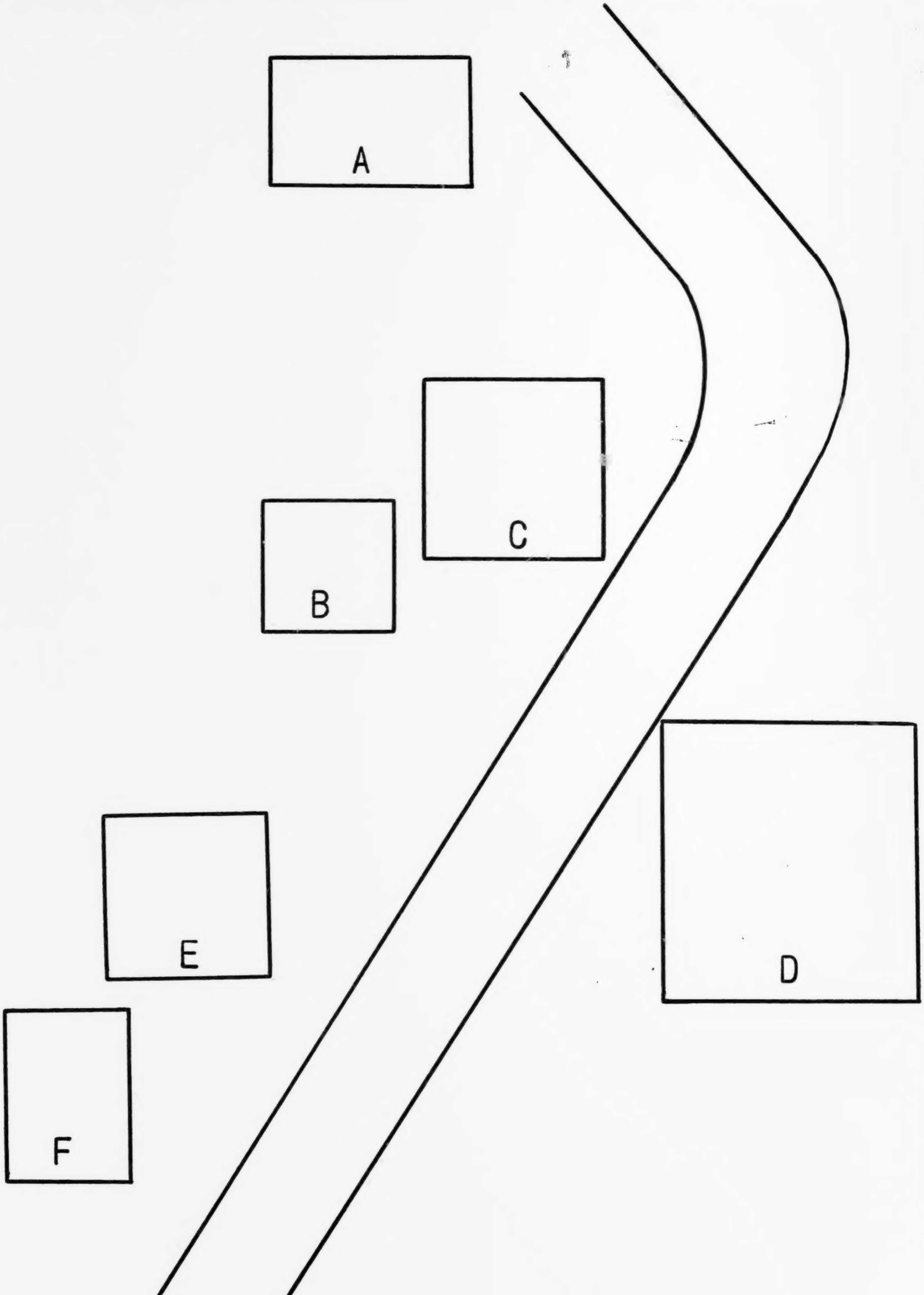




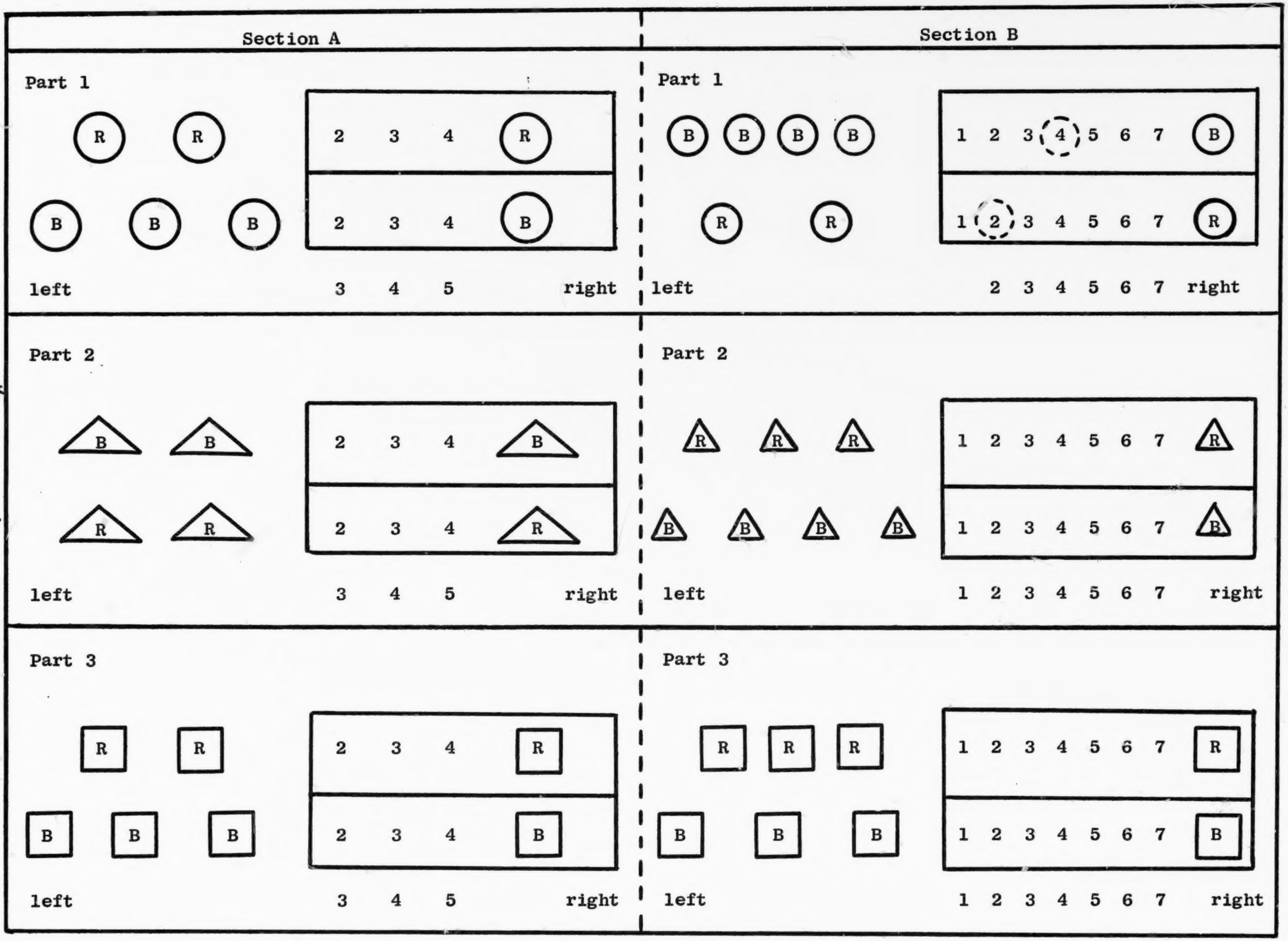
A)	B)
IT FLOATS	IT SINKS
IT SINKS	IT FLOATS
C)	D)
IT SINKS	IT FLOATS
IT FLOATS	IT SINKS

Stencil Design #8



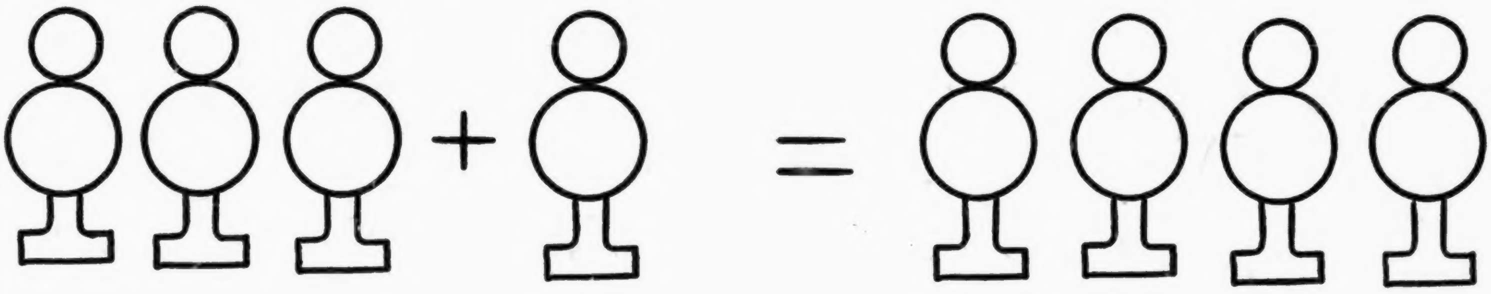
Stencil Design #9

Stencil Design #10


Section A
Section B
Part 1
R R
B B B
2 3 4 R
2 3 4 B
left 3 4 5 right
Part 1
B B B B
R R
1 2 3 4 5 6 7 B
1 2 3 4 5 6 7 R
left 2 3 4 5 6 7 right
Part 2
B B
R R
2 3 4 B
2 3 4 R
left 3 4 5 right
Part 2
R R R
B B B B
1 2 3 4 5 6 7 R
1 2 3 4 5 6 7 B
left 1 2 3 4 5 6 7 right
Part 3
R R
B B B
2 3 4 R
2 3 4 B
left 3 4 5 right
Part 3
R R R
B B B
1 2 3 4 5 6 7 R
1 2 3 4 5 6 7 B
left 1 2 3 4 5 6 7 right

18

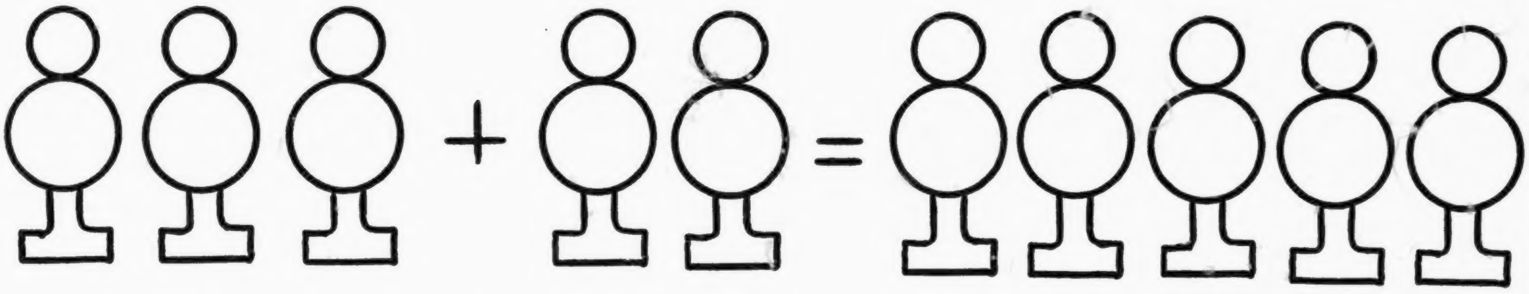
Part I



☐ + ☐ = ☐

left middle right

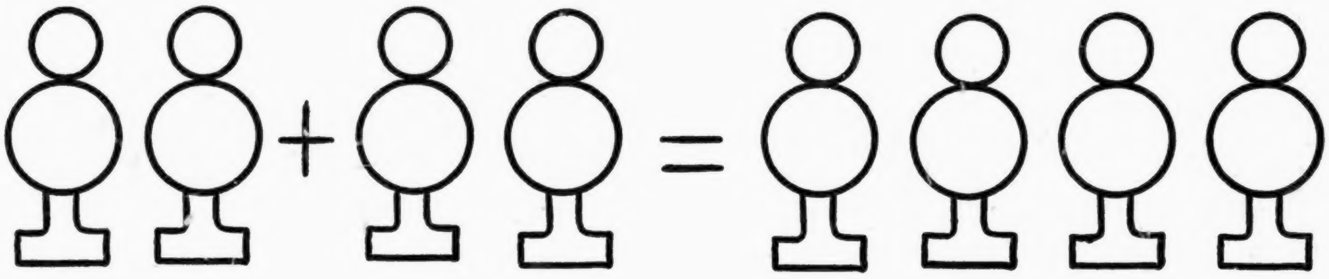
Part II



☐ + ☐ = ☐

left middle right

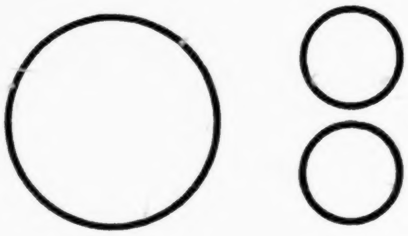
Part III



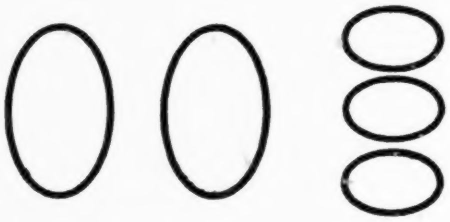
☐ ☐ = ☐

left middle right

Stencil Design #11



1) 1 + ___ = ☐



2) 2 + 3 = ☐

3) 1 + 1 = ☐

4) 2 + 1 = ☐

5) 3 + 1 = ☐

6) 4 + 1 = ☐

7) 1 + 2 = ☐

8) 2 + 2 = ☐

9) 3 + 2 = ☐

10) 1 + 3 = ☐

11) $\begin{array}{r} 1 \\ +\ 2 \\ \hline \square \end{array}$ 12) $\begin{array}{r} 2 \\ +\ 3 \\ \hline \square \end{array}$ 13) $\begin{array}{r} 1 \\ +\ 1 \\ \hline \square \end{array}$

14) $\begin{array}{r} 2 \\ +\ 1 \\ \hline \square \end{array}$ 15) $\begin{array}{r} 3 \\ +\ 1 \\ \hline \square \end{array}$ 16) $\begin{array}{r} 4 \\ +\ 1 \\ \hline \square \end{array}$

17) $\begin{array}{r} 1 \\ +\ 2 \\ \hline \square \end{array}$ 18) $\begin{array}{r} 2 \\ +\ 2 \\ \hline \square \end{array}$ 19) $\begin{array}{r} 3 \\ +\ 2 \\ \hline \square \end{array}$

Stencil Design #12A

$\begin{array}{r} 1 \\ +\ 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\ 1 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ +\ 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ +\ 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +\ 3 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ +\ 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +\ 1 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ +\ 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\ 3 \\ \hline \end{array}$

Stencil Design 12B

1) 5 - 1 = ☐

2) 4 - 1 = ☐

3) 3 - 1 = ☐

4) 2 - 1 = ☐

5) 5 - 2 = ☐

6) 4 - 2 = ☐

7) 3 - 2 = ☐

8) 3 - 1 = ☐

9) 4 --- 3 === ☐

10) 5 --- 4 === ☐

11) 4 --- 2 === ☐

12) 5 --- 1 === ☐

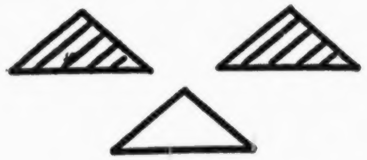
13) 2 --- 1 === ☐

14) 4 --- 1 === ☐

Stencil Design #13

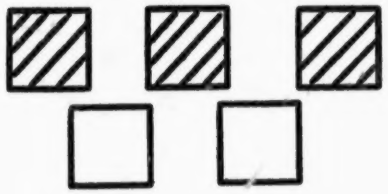
ACTIVITY 1

1)



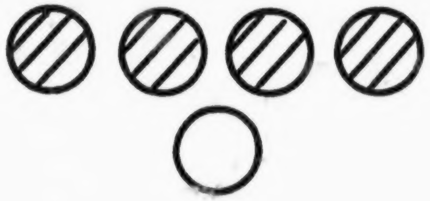
3 - ☐ = 2

2)



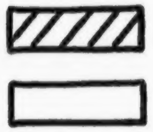
5 - ☐ = 3

3)



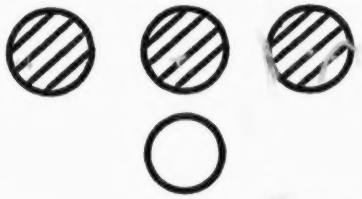
☐ - 1 = 4

4)



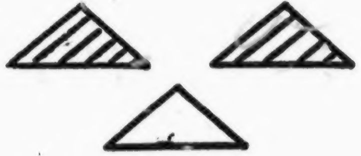
☐ - 1 = 1

5)



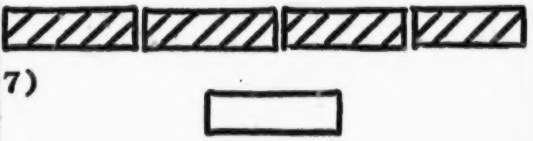
☐ - 1 = ☐

6)



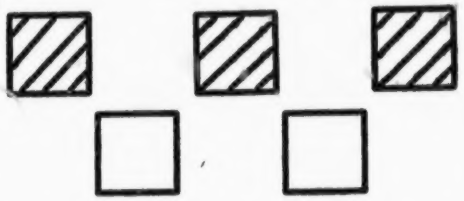
☐ - 1 = ☐

7)



☐ - ☐ = ☐

8)



☐ - ☐ = ☐

ACTIVITY 2

3−1=2

```
  3
- 1
---
  2
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5−1=4

```
  5
- 1
---
```

4−1=3

```
  4
-
---
```

4−3=1

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----
```

5−2=3

```
  5
- 2
---
  3
```

2−1=1

```
  2
- 1
---
```

3−2=1

```
  3
-
---
```

5−3=2

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---
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AA000114

FINAL REPORT

Project No. HE-084
Grant No. SAE 4-10-027

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

Appendix III.

Playlets and Improvisations

January 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

ED 018 676

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

GERALD DYKSTRA
Principal Investigator

Appendix III.

Playlets and Improvisations

January 1967

Teachers College, Columbia University
New York, New York

Council for Public Schools, Inc.
Boston, Mass.

PLAYLETS AND IMPROVISATIONS

INTRODUCTION

The TESL playlets provide an opportunity to use the language patterns learned in the Communication Activities in new, but natural, life-like situations. In addition, new language patterns, some of which are not appropriate for use in the Communication Activities, are introduced and practiced in these same life-like situations. These playlets are divided into two parts: pre-playlets and playlets. Beginning with the very first day of class, the intent of the playlets and their variations is to build up dialogue for the playlets.

The Pre-playlets

The pre-playlets are meant to be used at the beginning of the class period as a part of the day's lesson (e.g., HELLO, or, HOW ARE YOU?). In the pre-playlets the teacher will sometimes have to teach new vocabulary, or in other instances, what to say in a given situation, but the success of the pre-playlet is not dependent on the day by day learning of all the new language. The teacher has the freedom to repeat a particular pre-playlet (or its variation, or a playlet) on subsequent days as he sees necessary.

Most of the pre-playlets will require, but need not exceed, two to five minutes, and if the results for the day are not satisfactory, the pre-playlets should be repeated on subsequent days. A pre-playlet should not be overworked, although it is important that new language patterns presented in a particular pre-playlet be repeated until they can be said well. At that stage the teacher should proceed to the next pre-playlet. It is possible, however, for some of the pre-playlets to be appropriately expanded and so to require a longer time or even an entire class period, if the object is to teach vocabulary during that period. For example, most of the later pre-playlets (from No. 8 on) lend themselves to repetition with new vocabulary, especially with the names of classroom items and with prepositions.

It has already been mentioned that the teacher will sometimes have to teach what to say in a given situation. For example, in Pre-playlet No. 1 when the teacher wants the response, HELLO, TEACHER, from the class he should first say the line himself, and then motion to the pupils to have them repeat the line after him. He could say, SAY, HELLO, TEACHER since this is a pattern already established in the Communication Activities. If the word TEACHER is used rather than the teacher's actual name, (e.g., MR. SMITH, MISS BROWN, etc.) then he should point to himself, saying TEACHER, and repeat this several times so that it is clear to the pupils that TEACHER refers to their instructor.

In Pre-playlet No. 4 where the teacher wants the response, VERY WELL, THANK YOU, he should repeat the question (using a pupil's name), JOHN, HOW ARE YOU TODAY? several times, motioning to John that a reply is expected. John, naturally, will not know what to say until the teacher says, "John say, VERY WELL, THANK YOU." The teacher should have the pupil repeat VERY WELL, THANK YOU, several times. Then when the teacher repeats the question, JOHN, HOW ARE YOU TODAY?, John should reply with the sentence which has just been taught to him. The teacher then goes to another pupil and says, BETTY, HOW ARE YOU TODAY? and elicits the reply, VERY WELL, THANK YOU. This procedure is repeated with as many pupils as it is practical.

In order to get a response to the statement, GREET YOUR PARTNER(S), in Pre-playlet No. 5, the teacher should then say, "Betty, say, GOOD MORNING, JOHN. HOW ARE YOU TODAY? The teacher should make clear that in response to, GREET YOUR PARTNER(S), the phrases, GOOD MORNING, (name of a pupil), HOW ARE YOU TODAY? are expected.

The teacher should repeat the procedure of using the pattern, "Say, (whatever the pattern is)," wherever it is appropriate, even in a line where the pattern has been partially learned as in Pre-playlet No. 13 where the line, IT'S MINE. PLEASE GIVE IT TO ME, includes the concept of "give" learned in Communication Activity No. 5. The teacher should hold his book close to himself and say, THE BOOK IS MINE, and alternate this with, IT'S MINE, pointing to the book at the word IT'S. To demonstrate the meaning of PLEASE, GIVE IT TO ME, the teacher should put his book on a pupil's desk, point to the book and say, IT'S MINE. PLEASE, GIVE IT TO ME, motioning to the pupil that he wants the book.

It is essential that the pre-playlets be used in the prescribed order before proceeding with the actual playlets because they introduce, practice, and contain all of the vocabulary and language used in the playlets. It is also possible to use the pre-playlets for their considerable language learning function without proceeding directly to the playlets. On the other hand, attempting to use the playlets without the pre-playlets might result in a serious breakdown in the playlet due to unfamiliar dialogue which must then be taught and rehearsed too many times in order to be effective in a playlet situation.

It is recommended that the teacher use Playlet No. 1 (Finding the Book) to coincide with Unit No. 44 or No. 45 of the Communication Activities. This should allow ample time for the day to day use of Pre-playlets No. 1 to 14. If, however, the class has proceeded to, and is proficient in, the language used in Pre-playlets No. 1 to 14, but at the same time is only up to, e.g., Unit No. 35 (or some other unit), there is no reason that the teacher should postpone Playlet No. 1 (Finding the Book) until Unit No. 44. Whether used at the time suggested, or earlier, or later, it is in any case recommended that the playlet take the place of the Communication Activity Unit for the day.

The playlets are written with speaking parts for only a few specific pupils, but if the playlet is done well, and if the teacher has the situation well under control, he may call on various different demonstration groups "to perform" in front of the classroom. It should also be noted that although both the pre-playlets and playlets give a speaking part to one pupil (example, Pupil 2), it is intended that the pupil chosen be a different one each day, especially if the same pre-playlet is being practiced.

An examination of the First Year Playlets will show that they are an extension of a Communication Activity-like situation, in that a realistic situation in which the pupils play themselves, is created in the classroom. The situation prompts, or results in, the ensuing dialogue. Subsequent playlets (Second and Third Year) lead the pupils into scenes which require the aid of more imagination to help prepare the setting, as for example, "At the Store" (a Second Year Playlet).

Second and Third Year Playlets differ somewhat from the format of the First Year Playlets. First of all, there are no pre-playlets. However, an examination of Second Year Playlets 1 - 6 shows that they deal with similar situations and patterns, but with slight variation in statement or question responses. When these have been taught, practiced, and mastered, the class may be ready to proceed to Playlet 7 which is, in reality, an Improvisation Playlet based on the language used in Playlets 1 - 6, and in some instances, even on First Year Playlets. The Improvisation Playlet may be regarded as a kind of Test Unit similar to that in the Communication Activities, but it does not appear with the same regularity as it does in the latter, i.e., every 10th unit. Similarly, Second Year Playlets 15 - 19 lead up to Improvisation Playlet 20. In the Third Year, Playlets 1 - 6 lead to Improvisation 7, Playlets 8 - 11 lead to Improvisation Playlet 12, and Playlets 13 - 17 lead to Improvisation Playlet 18.

It will probably take longer to learn a Playlet in the Second or Third Year than in the First Year since the various language patterns are not first introduced and taught through the pre-playlet form. This means that the teacher will not only have to teach the pupils to say the lines, but to convey the meaning, and to make certain that the meaning is understood so that the phrases and sentences may be used in free but meaningful variation in the opportunities to improvise.

In introducing the Improvisation Playlet, it is recommended that before the teacher chooses the pupils who will have their first attempts at improvisation, he guide the class as a whole in "composing" several improvisations before asking for a "performance." This may even be done profitably during two or three different class periods so that the pupils will better understand what is expected of them.

For example, after finishing Second Year Playlets 1 - 6, the teacher might ask someone in the class to suggest an opening line for Playlet 7, the Improvisation. Pupil 1 says. WE NEED SOME CUPS. WE HAVE SOME, BUT WE DON'T HAVE ENOUGH. The teacher elicits a response to that statement. Pupil 2 raises his hand and suggests, DO YOU WANT LITTLE CUPS OR BIG CUPS? The teacher elicits another possible response. Pupil 3 raises his hand and suggests, HOW MANY DO YOU NEED? The teacher might go on to elicit a still further response, and Pupil 4 might suggest, DO YOU WANT YELLOW CUPS OR RED ONES? or, WHAT COLOR CUPS DO YOU WANT? All of these are possible and perfectly correct responses. If Pupil 5 suggests, THAT WILL BE 50¢, the teacher will have to reject this as a possibility as the quantity or kind of cups needed has not been established by the opening statement. After this procedure has been followed successfully several times, the teacher should then choose two pupils to "compose" and "perform" Playlet 7 in front of the rest of the class. Then two other pupils may be chosen to do Playlet 7 again but according to an opening line they choose themselves.

Finally, it is recommended that the classroom teacher modify the expressions in the pre-playlets and playlets so they will be natural and appropriate to the setting and area in which they are used. The pre-playlets already indicate that various names for items in the classroom may be substituted for the ones given in the text. Likewise, if time is not told by a clock or a watch, then the teacher should substitute the means by which time is told, or, where an amount of money is mentioned in the text of the Second or Third Year Playlets, the teacher should substitute the unit of money used in his country.

FIRST YEAR PRE-PLAYLETS AND PLAYLETS

LANGUAGE USED IN FIRST YEAR PLAYLETS

STATEMENTS

Hello, (name).
Say hello to (name).
Good morning, (name).
Very well, thank you.
Very well, too.
(name), greet your partner.
Yes, I do.
Show it to me.
Here you are.
Here it is.
Oh, here it is.
Point to a chair.
Over there.
Yes, that's right.
No, that's not right.
I can't find my pencil this morning.
My pencil is lost again.
Please, give me yours.

Here you are.
Oh, thanks.
Thank you.
Thanks, again.
You're welcome.
My book is lost.
I found my book.
Oh, that's good.
Look under the paper.
It's not here.
Then look in the box.
This isn't mine.
It's mine.
Please give it to me.
I have my pencil today.
I don't want to lose it again.
Put it on the desk.
Put it in your desk.

No, on the desk.

Look behind the desk.

I'm sorry. I'm late.

Please, excuse me.

Oh, that's all right.

Very well, too, but my brother/mother is ill this morning.

Oh, I'm sorry. I hope he'll/she'll be better soon.

My arm hurts.

Oh, I'm sorry. That's too bad.

Then I'll see you tomorrow.

Yes, good bye.

Home. (in answer to "Where are you going

To the market.

O.K. I'll see you later.

I want to see (name).

I have to leave now.

QUESTIONS

(name), how are you today?

And how are you?

Do you have your book today, (name)?

Have you got your book today, (name)?

Who can point to a chair?

Whose is this?

Where should I put it?

Here?

What's the matter?

Where are you going now?

Pre-playlet No. 1

Teacher: (Entering) HELLO, CLASS.

Class: HELLO, TEACHER.*

Teacher: HELLO, ____________.
(Name of pupil)

Pupil: HELLO, TEACHER.

Pre-playlet No. 2

Teacher: (Entering) HELLO, CLASS.

Class: HELLO, TEACHER.

Teacher: HELLO, ________. SAY HELLO TO ________. (Motions with his hand toward Pupil 2.)
(Pupil 1) (Pupil 2)

Pupil 1: HELLO, ________.
(Pupil 2)

Pupil 2: HELLO, ________.
(Pupil 1)

---

*The teacher's name may be substituted.

First Year

Pre-playlet No. 3

Teacher: (Entering) GOOD MORNING, CLASS.

Class: GOOD MORNING, TEACHER.

Teacher: GOOD MORNING, ________ (Pupil 1).

Pupil 1: GOOD MORNING, TEACHER.

Teacher: SAY GOOD MORNING TO ________ (Pupil 2).

Pupil 1: GOOD MORNING, ________ (Pupil 2).

Pupil 2: GOOD MORNING, ________ (Pupil 1).

Pre-playlet No. 4

Teacher: (Entering) GOOD MORNING, CLASS.

Class: GOOD MORNING, TEACHER.

Teacher: GOOD MORNING, ________ (Pupil 1).

Pupil: GOOD MORNING, TEACHER.

Teacher: ________ (Pupil 1), HOW ARE YOU TODAY?

Pupil: VERY WELL, THANK YOU.*

*If the teacher feels that a more informal expression is appropriate, then "Thanks" may be substituted.

Pre-playlet No. 5

Teacher: (Entering) GOOD MORNING, CLASS.

Class: GOOD MORNING, TEACHER.

Teacher: GOOD MORNING, ________ (Pupil 1). HOW ARE YOU TODAY?

Pupil 1: VERY WELL, THANK YOU.

Teacher: ________ (Pupil 1), GREET YOUR PARTNER. (Motioning toward Pupil 2.)

Pupil 1: GOOD MORNING, ________ (Pupil 2). HOW ARE YOU TODAY?

Pupil 2: VERY WELL, THANK YOU.

Teacher: (Motioning with his hands to pairs of partners.)
GREET YOUR PARTNERS.

Pupil 1 & 2: (Pupil 1 speaks to Pupil 3; Pupil 2 speaks to Pupil 4.)
GOOD MORNING, ________ (Pupil 3/Pupil 4). HOW ARE YOU TODAY?

Pupil 3 & 4: VERY WELL, THANK YOU. (Pupil 3 speaks to Pupil 1;
Pupil 4 speaks to Pupil 2.)

Pre-playlet No. 6

Teacher: (Entering) GOOD MORNING, CLASS.

Class: GOOD MORNING, TEACHER. HOW ARE YOU TODAY?

Teacher: VERY WELL, THANK YOU. AND HOW ARE YOU, ________ (Pupil)?

Pupil: VERY WELL, TOO. THANK YOU.

First Year

Pre-playlet No. 7

Teacher: (Entering) GOOD MORNING, CLASS.

Class: GOOD MORNING, TEACHER. HOW ARE YOU TODAY?

Teacher: VERY WELL, THANK YOU.

Teacher: (To Pupil 1 and Pupil 2) GREET YOUR PARTNERS.

Pupil 1 & 2: GOOD MORNING, ________________. HOW ARE YOU TODAY?
(Pupil 3/Pupil 4)

Pupil 3 & 4: VERY WELL, THANK YOU. AND HOW ARE YOU?

Pupil 1 & 2: VERY WELL, TOO. THANK YOU.

Pre-playlet No. 8A

Pre-playlet No. 8A use the form, "Do you have...?" Pre-playlet No. 8B uses an alternate for, "Have you got...?" Use the Pre-playlet which uses the form standard to you.

Teacher: (Entering) GOOD MORNING, CLASS.

Class: GOOD MORNING, TEACHER.

Teacher: (To Pupil 1, motioning, and holding up a book.*)
DO YOU HAVE YOUR BOOK TODAY, ______?
(Pupil)

Pupil: YES, I DO.

Teacher: (Motioning to the Pupil) SHOW IT TO ME.

Pupil: HERE IT IS.

*Pencil, ruler, notebook, or some other useful item in the classroom could be substituted for book.

Pre-playlet No. 8B

Teacher: (Entering) GOOD MORNING.

Class: GOOD MORNING, TEACHER.

Teacher: (To Pupil 1, motioning, and holding up a book.*)
HAVE YOU GOT YOUR BOOK TODAY, ______?
(Pupil)

Pupil: YES, I HAVE.

Teacher: (Motioning to the Pupil) SHOW IT TO ME.

Pupil: HERE IT IS.

*Pencil, ruler, notebook, or some other useful item in the classroom could be substituted for book.

Pre-playlet No. 9

Teacher: (Entering GOOD DAY, CLASS.

Class: GOOD DAY, TEACHER.

Teacher: (To Pupil) POINT TO A CHAIR,* ______ (Pupil).

Pupil: (Pointing) OVER THERE.**

Teacher: YES, THAT'S RIGHT.

*Other objects may be substituted: box, desk, blackboard, etc.

**The Pupil might make a mistake so the dialogue might then be:

Pupil 1: (Pointing to a bookshelf) OVER THERE.

Teacher: NO, THAT'S NOT RIGHT. WHO CAN POINT TO A CHAIR?

(Motioning to various different pupils, and repeating the question.)

Pupil 2: (Pupil 2 may be any pupil who raises his hand, and to whom the teacher nods his head as an indication to reply.)
OVER THERE. (Pointing to a chair)

Teacher: YES, THAT'S RIGHT.

Pre-playlet No. 10

Teacher: GOOD MORNING, CLASS.

Class: GOOD MORNING, TEACHER.

Teacher: (Going to his desk) I CAN'T FIND MY PENCIL* THIS MORNING. (Shaking his head, repeats the sentence one or two additional times. Extends his hand to Pupil 1.) PLEASE, GIVE ME YOURS.

Pupil: (Giving his pencil to the teacher) HERE YOU ARE.

Teacher: THANK YOU.

Pupil: YOU'RE WELCOME.**

Teacher: (Uses the pencil to write a word or two, and then gives the pencil back to the Pupil.) HERE YOU ARE. THANKS, AGAIN.

Pupil: YOU'RE WELCOME.

*Substitute the names of other objects as needed.

**An alternate form, such as, "Don't mention it," or some other form which is standard to the area may be substituted throughout for "You're welcome."

Pre-playlet No. 10

(--A Variation)

After two or three days, if the dialogue in Pre-playlet No. 10 flows smoothly, this variation with one of the pupils being asked to speak the teacher's part could be used. When necessary, the teacher has the pupil repeat the lines after him. For this variation, the teacher quietly, but obviously, takes a pupil's pencil, and then prompts him to speak.

Pupil 1: (Looking for his pencil) I CAN'T FIND MY PENCIL. (Turning to Pupil 2) PLEASE, GIVE ME YOURS.

Pupil 2: (Giving his pencil to Pupil 1) HERE YOU ARE.

Pupil 1: THANK YOU.

Pupil 2: YOU'RE WELCOME.

Pupil 1: (Uses the pencil to draw a circle, and then gives the pencil back to Pupil 2.) HERE YOU ARE! THANKS AGAIN.

Pupil 2: YOU'RE WELCOME.

Pre-playlet No. 11

Teacher: (Entering) HELLO, CLASS. ______ (Pupil), HOW ARE YOU TODAY?

Pupil: VERY WELL, THANK YOU. AND HOW ARE YOU, TEACHER?

Teacher: I'M FINE, TOO, BUT I CAN'T FIND MY PENCIL. MY PENCIL IS LOST. (Shaking his head, he repeats several times,--"My pencil is lost. It's lost." Looking under a piece of paper where he has hidden it before, he exclaims.) HERE IT IS! I FOUND MY PENCIL.

Pupil: OH, THAT'S GOOD.

Pre-playlet No. 11

(A Variation)

The teacher goes to a pupil's desk, and in front of the class, hides the pupil's book under the chair. He indicates to the pupil to look for the book. This pre-playlet can be repeated several times with different pupils.

Pupil 1: (Looking for his book.) MY BOOK IS LOST. (After looking for it in two or three places he looks under the chair.) OH, HERE IT IS! I FOUND MY BOOK.

Pupil 2: OH, THAT'S GOOD.

First Year

Pre-playlet No. 12

Teacher: (Entering.) GOOD MORNING, CLASS.

Class: GOOD MORNING, TEACHER.

Teacher: (Looking for his pencil.) MY PENCIL IS LOST AGAIN. HELP ME FIND IT. (Repeats this two or three times until one of the pupils raises his hand to speak.)

Pupil 1: LOOK UNDER THE PAPER.

Teacher: (Looking under the paper.) IT'S NOT HERE.

Pupil 2: THEN LOOK IN THE BOX.

Teacher: IT'S NOT HERE.

Pupil 3: THEN LOOK NEAR THE BLACKBOARD.

Teacher: OH, HERE IT IS! THANK YOU.

Pupil 3: YOU'RE WELCOME.

Pre-playlet No. 12

(A Variation)

The teacher goes to a pupil's desk and in front of the class, hides a pupil's book under the chair. Then he prompts the pupil to speak, and to ask his partner for help. When necessary, the teacher has the pupil repeat the lines after him.

Pupil 1: MY BOOK IS LOST. HELP ME FIND IT.

Pupil 2: LOOK IN THE DESK.

Pupil 1: (Looks in the desk.) IT'S NOT HERE.

Pupil 2: THEN LOOK UNDER THE CHAIR.

Pupil 1: OH, HERE IT IS! THANK YOU.

Pupil 2: YOU'RE WELCOME.

First Year

Pre-playlet No. 13

Teacher: (Entering.) GOOD MORNING, CLASS.

Class: GOOD MORNING, TEACHER.

Teacher: (Quietly, but in clear view of everyone, he asks a pupil for his pencil. The teacher puts it in a box on his own desk. The teacher's pencil is not in the box.) MY PENCIL IS LOST AGAIN. PLEASE, HELP ME FIND IT.

Pupil 1: LOOK IN THE BOX.

Teacher: (Opens the box and holds up the pencil which is not his.) THIS ISN'T MINE. WHOSE IS THIS? (Repeats this several times until the owner of the pencil identifies himself.)

Pupil 2: IT'S MINE. PLEASE, GIVE IT TO ME.

Teacher: HERE YOU ARE.

Pre-playlet No. 13

(A Variation)

The teacher goes to Pupil 1's desk and takes away his book. Then he takes away Pupil 2's book and puts it under Pupil 1's chair. He prompts Pupil 1 to speak. As often as necessary, the teacher has the pupil repeat the lines after him. When the dialogue is over, the teacher returns Pupil 1's book.

Pupil 1: (Speaking to Pupil 2.) MY BOOK IS LOST. PLEASE, HELP ME FIND IT.

Pupil 2: (Pointing under the chair.) LOOK UNDER THE CHAIR.

Pupil 1: (Picking up the book, and looking at it.) THIS ISN'T MINE. WHOSE IS IT?

Pupil 2: IT'S MINE. PLEASE, GIVE IT TO ME.

Pupil 1: HERE YOU ARE. (Gives the book to Pupil 2.)

First Year

Pre-playlet No. 14

Teacher: (Entering with his pencil quite obviously in his hand.) GOOD MORNING, CLASS.

Class: GOOD MORNING, TEACHER.

Teacher: (Holding up his pencil.) I HAVE MY PENCIL TODAY. I DON'T WANT TO LOSE IT AGAIN. (Repeats this several times, holding the pencil close to himself and shaking his head when saying, "I don't want to lose it again.") WHERE SHOULD I PUT IT? (Suggests two or three alternate places by holding the pencil momentarily on the desk and saying, "HERE?" then under the desk, "HERE?" and then by the blackboard, "HERE?" He attempts to elicit a response from the pupils.

Pupil: PUT IT ON THE DESK.*

Teacher: (Putting the pencil on his desk.) HERE?**

Fupil: YES, THAT'S RIGHT.

---

*If the class has completed 41 or more Units of the Communication Activities, the teacher can elicit this response without teaching the meaning of "put," otherwise, it will be necessary to teach the meaning of the pattern, "Put it on the desk."

**The next time this pre-playlet is done the teacher might use the following lines as an alternate for the last two lines above:

Teacher: (Putting the pencil near the blackboard.) HERE?

Pupil: NO, ON THE DESK. (Pointing on the desk.)

Teacher: OH, THANKS.

Pre-playlet No. 14

(A Variation)

The teacher goes to Pupil 1 and indicates his pencil. He prompts him to hold up the pencil and to speak as below.

Pupil 1: (Holding up his pencil.) I HAVE MY PENCIL TODAY. (Then, holding the pencil tightly and close to his chest.) I DON'T WANT TO LOSE IT AGAIN.

Pupil 2: THEN, PUT IT IN YOUR DESK.

Pupil 1: (Indicating his own desk.) HERE?

Pupil 2: YES, THAT'S RIGHT.

Pre-playlet No. 15

Teacher: (Entering) GOOD MORNING, CLASS.

Class: GOOD MORNING, TEACHER.

Teacher: (Looking at his watch*) I'M SORRY, I'M LATE
(Repeats this two or three times, looking at his watch again.)
PLEASE, EXCUSE ME.
(Goes over to a Pupil to prompt a response, "Please, excuse me," which the Pupil repeats.

Pupil: OH, THAT'S ALL RIGHT.

---

*Or, pointing to the clock, etc.

Pre-playlet No. 15

(A Variation)

When the dialogue in Pre-playlet 15 flows smoothly between the teacher and a pupil, another pupil should be asked to say the teacher's lines. The teacher sends the first pupil out of the room so he can enter.. When necessary the teacher has the pupil repeat the lines after him.

Pupil 1: (Entering and looking at the clock) HELLO, I'M SORRY I'M LATE.

Pupil 2: OH, THAT'S ALL RIGHT.

Pre-playlet No. 16

Teacher: (Entering late.) HELLO, CLASS.

Class: HELLO, TEACHER.

Teacher: (Looking at his watch.) I'M SORRY, I'M LATE. PLEASE EXCUSE ME.

Pupil 1: OH, THAT'S ALL RIGHT.

Teacher: (Deliberately but apparently accidentally to the pupils, knocks a book off a pupil's desk.)
OH, I'M SORRY. PLEASE, EXCUSE ME.

Teacher: (Prompts Pupil 1 to give the same response to this apology.)

Pupil 1: OH, THAT'S ALL RIGHT.

Pre-playlet No. 16

(A Variation)

When the dialogue in Pre-playlet No. 16 flows smoothly, this variation should be tried. The teacher sends the first pupil out of the room. When necessary, the teacher has the pupil repeat the words after him.

Pupil 1: (Entering and looking at the clock.)
HELLO, I'M SORRY, I'M LATE. PLEASE, EXCUSE ME.

Pupil 2: OH, THAT'S ALL RIGHT.

Pupil 1: (Knocks something off Pupil 2's desk.)
OH, I'M SORRY. PLEASE, EXCUSE ME.

Pupil 2: OH, THAT'S ALL RIGHT.

Pre-playlet No. 17

Teacher: (Entering.) GOOD MORNING, CLASS.

Class: GOOD MORNING, TEACHER.

Teacher: (To pupil) ______, HOW ARE YOU TODAY?
(Pupil)

Pupil: VERY WELL, THANK YOU. AND HOW ARE YOU?

Teacher: VERY WELL, TOO, BUT MY MOTHER* IS ILL THIS MORNING.
(Repeats this several times, alternating the statement with I'M VERY WELL, BUT MY MOTHER IS NOT.)

Teacher: (Prompts the Pupil to repeat after him, "Oh, I'm sorry. I hope she'll be better soon.")

Pupil: (Prompted by teacher.)
I HOPE SHE'LL BE BETTER SOON.

---

*The names of other members of the family may be substituted.

Pre-playlet No. 17

(A Variation)

When the dialogue in Pre-playlet No. 17 flows smoothly this variation should be tried. The class is reminded of the previous day's dialogue as this begins. The teacher indicates two pupils to speak the dialogue, and when necessary, the teacher has them repeat the words after him.

Pupil 1: (To Pupil 2) $\underset{\text{(Pupil 2)}}{\underline{\hspace{2cm}}}$, HOW ARE YOU?

Pupil 2: VERY WELL, BUT MY SISTER IS ILL THIS MORNING.

Pupil 1: OH, I'M SORRY. I HOPE SHE'LL BE BETTER SOON.

Pupil 2: YES, THANK YOU.

Pre-playlet No. 18

Teacher: GOOD DAY, CLASS.

Class: GOOD DAY, TEACHER.

Teacher: (Holding his left arm with his right hand with a pained expression on his face.) OH, OOH! OOH!

Teacher: (Goes to Pupil 1 to prompt the question, "What's the matter?")

Pupil 1: WHAT'S THE MATTER?

Teacher: MY ARM HURTS.

Pupil 1: OH, I'M SORRY. THAT'S TOO BAD.

Pre-playlet No. 18

(A Variation)

This variation should be tried after Pre-playlet No. 18. The teacher instructs the pupil to hold his left arm with his right hand and to show a pained expression on his face.

Pupil 1: OH, OOH! OOH!

Pupil 2: WHAT'S THE MATTER?

Pupil 1: MY ARM HURTS.*

Pupil 2: OH, I'M SORRY. THAT'S TOO BAD.

---

*Names of other parts of the body may be substituted.

Pre-playlet No. 19

After morning greetings are over the teacher asks the class to imagine that it is the end of the school day.

Teacher: GOOD BYE, CLASS.

Class: GOOD BYE, TEACHER.

Teacher: (Directs Pupil 1 to walk toward the door.)
______, WHERE ARE YOU GOING NOW?
(Pupil)

Pupil: HOME,* TEACHER.

Teacher: THEN I'LL SEE YOU TOMORROW.

Pupil: YES, GOOD BYE.

---

*The names of other places may be substituted, but then the form must take "To the ______."
(place)

Pre-playlet No. 19

(A Variation)

This variation should be tried after Pre-playlet No. 19. The teacher picks out two pupils and instructs them to play together, and then has one of them leave shortly. When necessary, the teacher has the pupil repeat the lines after him.

Pupil 1: (Gets up and starts to walk toward the door.)
GOOD BYE, ________.
(Pupil 2)

Pupil 2: WHERE ARE YOU GOING?

Pupil 1: TO THE MARKET.*

Pupil 2: O.K. I'LL SEE YOU LATER.

Pupil 1: YES, GOOD BYE.

*The names of other places may be substituted.

Pre-playlet No. 20

Teacher: (Entering.) HELLO, CLASS.

Class: HELLO, TEACHER.

Teacher: (Straightens out a few things on his desk, and prepares to leave the room.) PLEASE, EXCUSE ME. I HAVE TO LEAVE FOR A MINUTE. (Walking toward the door.)

Pupil: WHERE ARE YOU GOING?

Teacher: I WANT TO SEE ______________________.
(the name of another teacher, etc.)

Pupil: OH.

Pre-playlet No. 20

(A Variation)

This variation should be tried after Pre-playlet No. 20. The teacher picks out two pupils and instructs them to play together with shapees, and tells one of them to leave shortly. When necessary, the teacher has the pupil repeat the lines after him.

Pupil 1: (Getting up from his play and walking toward the door.) PLEASE, EXCUSE ME. I HAVE TO LEAVE NOW.

Pupil 2: WHERE ARE YOU GOING?

Pupil 1: I WANT TO SEE ______________________.
(the name of another pupil)

Pupil 2: OH. I'LL SEE YOU LATER.

First Year

Playlet No. 1: The Lost Book

Scene: Finding the Book

Directions:
1. Lay out a pupil's book, pencil and two or three other objects that belong to him.
2. Choose three hiding places (e.g., box, desk, chair, etc.).
3. Then send the pupil out of the room.
4. Pupil 2 hides Pupil 1's book in one of the three places while everyone looks on.
5. Pupil returns, and walks to his things.
6. This playlet should be repeated several times with different pupils assigned to the parts each time.

Pupil 1: (Looks at his things. The book is missing.*)
MY BOOK IS LOST. HELP ME FIND IT.

Teacher points** to Pupil 2: LOOK IN THE BOX.

Pupil 1: HERE IT IS! I FOUND MY BOOK. THANK YOU.

Pupil 2: YOU'RE WELCOME.

---

*Other classroom objects may be used instead of a book to provide variation.

**"Pupil 2" here refers to any pupil that the teacher selects. The teacher should not make his selection known to the class in advance.

Playlet No. 2: The Lost Book (A Variation)

Scene: Finding the Book

Directions:
1. Lay out Pupil 1's book, pencil, and notebook or three other objects that belong to him.
2. Choose three possible hiding places, (e.g., box, floor, desk, etc.).
3. Send Pupil 1 out of the room.
4. Pupil 2 hides Pupil 1's book under the box while everyone looks on.
5. Pupil 3 hides Pupil 4's book behind the teacher's desk while everyone looks on.
6. This playlet should be repeated several times with different pupils assigned to the different parts.

Pupil 1: (Looks at his things after he enters the room. His book is missing.)
MY BOOK IS LOST. PLEASE, HELP ME FIND IT.

Teacher indicates:
Pupil 2: LOOK BEHIND THE DESK. (Pupil 4's book is there.)

Pupil 1: (Looks behind the desk, and finds a book which is not his.)
THIS ISN'T MINE.

Pupil 2: OH, WELL, LOOK UNDER THE BOX.

Pupil 1: HERE IT IS! THANK YOU. (Holding up the other book.) WHOSE IS THIS?

Pupil 4: IT'S MINE. PLEASE, GIVE IT TO ME.

*The teacher should indicate any pupil. That pupil then becomes Pupil 2.
The class should not know who it will be before the teacher indicates.

First Year

Playlet No. 3: The Book Is Found

Scene: Finding a Place to Keep the Book

Directions: 1. Send Pupil 1 out of the room with his book in his hand.

2. Pupil 2 chooses a place to keep the book (desk, bookshelf, table).

Pupil 1: (Returning and holding up his book.)
I FOUND MY BOOK. I DON'T WANT TO LOSE IT AGAIN.

Teacher points to Pupil 2: THEN PUT IT ON THE BOOKSHELF.

Pupil 1: (Moving toward the book shelf.)
OVER HERE?

Pupil 2: YES, THAT'S RIGHT.

The playlet might take this alternate form when a mistake is made.

Pupil 1: (Returning and holding up his book.)
I FOUND MY BOOK. I DON'T WANT TO LOSE IT AGAIN.

Pupil 2: THEN PUT IT ON THE BOOKSHELF.

Pupil 1: (Moving toward his desk.)
OVER HERE?

Pupil 2: NO, ON THE BOOKSHELF. (Points.)

Pupil 1: OH, THANKS.

Playlet No. 4: Arriving at School Late

Scene: Someone Is Ill at Home

Directions: 1. Two or three pupils are instructed to play together.

2. The teacher whispers to Pupil 1 which member of the family he should say is sick, and then sends him out of the room.

Pupil 1: (Entering, breathless.)
I'M SORRY, I'M LATE. PLEASE, EXCUSE ME.

Pupil 2: OH, THAT'S ALL RIGHT. WHAT'S THE MATTER?

Pupil 1: MY BROTHER* IS SICK THIS MORNING.

Pupil 2: OH, I'M SORRY. I HOPE HE'LL BE BETTER SOON.

Pupil 1: THANK YOU.

*Other members of the family may be substituted. Each will require the appropriate pronoun in Pupil 2's line which follows.

Playlet No. 5: Leaving Some Friends

Scene: Someone Is Ill at Home

Directions: 1. Three or four pupils are playing together.

2. Pupil 1 jumps up suddenly, and prepares to leave.

Pupil 1: (Jumping up suddenly.)
PLEASE, EXCUSE ME. I HAVE TO LEAVE NOW.

Pupil 2: WHY? WHERE ARE YOU GOING?

Pupil 1: HOME. I WANT TO SEE MY BROTHER.

Pupil 2: WELL, I'LL SEE YOU LATER. GOOD BYE.

Pupil 1: GOOD BYE.

SECOND YEAR PLAYLETS

LANGUAGE USED IN SECOND YEAR PLAYLETS

STATEMENTS

some bread
My mother needs some eggs.
a teapot

Her old one broke.

Here are two.

It's $1.59.

Here you are.

Thank you.

Yes, that's enough.

Well, that will be 40¢.

I don't need any, thanks.

But I do need bread.

Here's the money.

Goodbye

glasses
We need some cups.

We have some, but we don't have enough.

All right.

Yellow, I think. Yes, yellow.

Let's see. I need three.

I need two big glasses and a little one.

I think this is right.

I want a few candies.

1, 2, 3, 4, 5, 6. Six pieces altogether.

Three for me, and three for you.

I'm going to the market.

Sure, come along.

Bring some money.

Fishing (In answer to the question
Shopping. ("Where are you going?")

I'm on my way to school.

O.K. I'll go with you.

But I must ask my mother first.

But I have to get my fishing pole.

O.K. But hurry! I'll wait here for you.

I'll be right back.

I'd like to. But first, I have to get my books.

But hurry so we won't be late.

SECOND YEAR STATEMENTS (CONTINUED)

I have to mail this letter

Then I'll go with you.

Wait for me!

To meet my uncle. He's coming to visit us.

That looks like fun.

I'm making a boat.

See, it's almost ready.

I don't know. Let's try it.

It works! It floats! Hurray!

Oh, it's sinking.

It's no good! It doesn't work! It doesn't float.

I'm drawing a picture.

No, I can't. You'll have to tell me.

Well, it's a ______.

I think it's a ______.

That's right. You've guessed it.

I'm looking at pictures.

I have the same pictures in my book.

I know.

I'm picking up pebbles. I'm going to play jacks.

I think I'll do the same thing.

O.K. Let's see who is the best player.

SECOND YEAR QUESTIONS

Do you want the red one or the brown one?

How much does it cost?

About five or six?

How many do you need?

How many eggs do you need today?

How much?

How much is that?

And what color do you want?

Do you want little glasses or big glasses?

How many are in that jar?

Where are you going?

May I go with you?

Do you want to go/walk with me?

Are you coming right back?

Why?

What are you doing?

Will it float?

Can you see what it is?

Can you guess what it is?

See this_______?

Playlet No. 1: Buying Something Mother Needs

Scene: At the Store

Directions:
1. Emphasize the contrast between want/need.
2. Pupil 2 plays the role of Storekeeper.
3. Provide the necessary props, play money, 2 different colored teapots
4. a. If desired, other suitable nouns may be substituted for teapot.
   b. If you substitute, for example, a large dish or bowl for teapot, then those are the props you should have on hand.

Pupil 1: MY MOTHER NEEDS A TEAPOT. HER OLD ONE BROKE.

Storekeeper: (Taking down a red one and a brown one from a shelf.)
HERE ARE TWO. DO YOU WANT THE RED ONE OR THE BROWN ONE?

Pupil 1: THE RED ONE. HOW MUCH DOES IT COST?

Storekeeper: IT'S $1.59.*

Pupil 1: (Giving the Storekeeper the money.)
HERE YOU ARE.

Storekeeper: THANK YOU.

*Substitute a realistic amount in the currency used in your region.

Playlet No. 2: Buying Some Food — Eggs

Scene: At the Store

Directions: 1. Other countable nouns may be substituted for eggs.

2. Pupil 2 plays the role of the Storekeeper.

3. Provide some play money.

Pupil 1: MY MOTHER NEEDS SOME EGGS.

Storekeeper: ABOUT FIVE OR SIX?

Pupil 1: YES, THAT'S ENOUGH.

Storekeeper: WELL, THAT WILL BE 40¢.*

Pupil 1: HERE YOU ARE. (Gives the storekeeper the money.)

*Substitute a realistic amount in the currency used in your region.

Playlet No. 3: Buying Some Food -- Bread

Scene: At the Store

Directions:
1. Provide the necessary props, play money, eggs, bread.
2. Emphasize DO in the pattern, BUT I DO NEED A LOAF....
3. Pupil 2 plays the role of the Storekeeper.
4. "A loaf of bread" may be substituted by other similar nouns.

Pupil 1: GOOD MORNING. (Entering the store.)

Storekeeper: GOOD MORNING. HOW MANY EGGS DO YOU NEED TODAY?

Pupil 1: I DON'T NEED ANY, THANKS. BUT I DO NEED BREAD.

Storekeeper: HOW MUCH?

Pupil 1: TWO LOAVES. HOW MUCH IS THAT?

Storekeeper: THAT WILL BE 30¢.

Pupil 1: HERE'S THE MONEY. GOOD BYE.

*Substitute a realistic amount in the currency used in your region.

Second Year

Playlet No. 4: Buying Something We Need — Cups

Scene: At the Store

Directions:
1. Continue to emphasize the contrast between want/need.
2. Provide the necessary props, play money, about 4 or 5 yellow cups and 4 or 5 cups of other colors.
3. Clarify the contrast between We need some cups/We have some cups.
4. Pupil 2 plays the role of the Storekeeper.

Pupil 1: WE NEED SOME CUPS. WE HAVE SOME, BUT WE DON'T HAVE ENOUGH.

Storekeeper: HOW MANY DO YOU NEED?

Pupil 1: (Thinking)
LET'S SEE. I NEED THREE.

Storekeeper: ALL RIGHT. AND WHAT COLOR DO YOU WANT?

Pupil 1: YELLOW, I THINK. YES, YELLOW.

Storekeeper: (Taking down 3 yellow cups from a shelf.)
THAT WILL BE 50¢.*

Pupil 1: (Giving the Storekeeper the money.)
HERE YOU ARE.

Storekeeper: THANK YOU.

*Substitute a realistic amount in the currency used in your region.

Playlet No. 5: Buying Something We Need -- Glasses

Scene: At the Store

Directions: 1. Provide the necessary props, about 3 or 5 big glasses and 3 or 4 little glasses.

2. Pupil 2 plays the role of the Storekeeper.

Pupil 1: WE NEED SOME GLASSES. WE HAVE SOME, BUT WE DON'T HAVE ENOUGH.

Storekeeper: (Pointing to some large and to some small glasses on the shelf.)
DO YOU WANT LITTLE GLASSES OR BIG GLASSES?

Pupil 1: LET'S SEE. I NEED TWO BIG GLASSES AND A LITTLE ONE.

Storekeeper: (Taking the appropriate glasses off the shelf.)
I THINK THIS IS RIGHT. THAT WILL BE 40¢.*

Pupil 1: (Giving the Storekeeper the money.)
HERE YOU ARE.

Storekeeper: THANK YOU.

---

*Substitute a realistic amount in the currency used in your region.

Second Year

Playlet No. 6: Buying Something I Want -- Candy

Scene: At the Store

Directions:
1. Notice that this playlet uses "want" in the opening line as opposed to "need" used in Playlets 1 - 5.
2. Provide the necessary props, props, play money, a jar or a dish with several pieces of candy.
3. "Candy" may be substituted by other similar nouns.

Pupil 1: I WANT A FEW CANDIES. HOW MANY ARE IN THAT JAR?
(Pointing to a jar with a few candies in it.)

Storekeeper: (Taking the jar, counting the pieces.)
ONE, TWO, THREE, FOUR, FIVE, SIX. SIX PIECES ALTOGETHER.

Pupil 1: THREE FOR ME, AND THREE FOR YOU.
(Gives three pieces to Pupil 3.)

Storekeeper: WELL, THAT WILL BE 15¢.*

Pupil 1: HERE YOU ARE.

*Substitute a realistic amount in the currency used in your region.

Playlet No. 7: An Improvisation on Playlets 1 - 6

Scene: At the Store

Directions: 1. The pupils must have mastered Playlets 1 - 6 thoroughly. Review all of the possible opening lines (see 4 below) with the class.

2. Have on hand all of the props used in Playlets 1 - 6, and if possibly several more in kind, size and color.

3. The lines in this playlet may have many variations depending on the ability and ingenuity of the pupils to use the language practised in Playlets 1 - 6.

4. Possible opening lines for Pupil 1 to use:

MY MOTHER NEEDS A TEAPOT.

MY MOTHER NEEDS SOME EGGS.

WE NEED SOME CUPS.

WE NEED SOME GLASSES.

I WANT SOME CANDY.

Second Year

Three examples of possible improvisations:

Example No. 1:

Pupil 1: WE NEED SOME CUPS.

Storekeeper: (In response, he could say any one of the following.)
HOW MANY CUPS DO YOU NEED? or,
WHAT COLOR DO YOU WANT? or,
DO YOU WANT LITTLE CUPS OR BIG ONES? or,
DO YOU WANT RED ONES OR YELLOW ONES?

Example No. 2:

Pupil 1: MY MOTHER NEEDS A TEAPOT.

Storekeeper: (In response, he could say any one of the following.)
DO YOU WANT THE RED ONE OR THE BROWN ONE? or,
DO YOU WANT THE BIG ONE OR THE LITTLE ONE? or,
WHAT COLOR POT DO YOU WANT?

Example No. 3:

Pupil 1: I WANT SOME CANDY.

Storekeeper: (In recponse, he could say any of the following.)
HOW MANY DO YOU WANT? or,
HOW MUCH DO YOU WANT? or,
ABOUT FIVE OR SIX?

Playlet No. 8: Going to the Market

Scene: In Front of Pupil 1's House

Directions: Provide Pupil 1 with a billfold or a shopping bag.

Pupil 1: (Walking out of his house.)
HELLO, ________.
(Pupil 2)

Pupil 2: HELLO. WHERE ARE YOU GOING?

Pupil 1: I'M GOING TO THE MARKET. (Shows his billfold or shopping bag.)

Pupil 2: MAY I GO WITH YOU?

Pupil 1: SURE, COME ALONG. BRING SOME MONEY.

Second Year

Playlet No. 9: Going Shopping

Scene: In Front of Pupil 1's House

Directions: 1. Provide Pupil 1 with a shopping bag.

2. The words "to the market" or "marketing" may be substituted for "shopping."

Pupil 1: (Carrying a shopping bag and walking toward Pupil 2.)
HELLO! DO YOU WANT TO GO WITH ME?

Pupil 2: WHERE ARE YOU GOING?

Pupil 1: SHOPPING. MY MOTHER NEEDS SOME BREAD.

Pupil 2: O.K. I'LL GO WITH YOU. BUT I MUST ASK MY MOTHER FIRST.

Pupil 1: O.K. BUT HURRY! I'LL WAIT HERE FOR YOU. (Sits down.)

Pupil 2: (Runs off.)
O.K.

Playlet No. 10: Going Fishing

Scene: In Front of Pupil 1's House

Directions: Provide Pupil 1 with a fishing pole.

Pupil 1: (Walking out of his house.)
HELLO, ________ (Pupil 2). DO YOU WANT TO GO WITH ME?

Pupil 2: WHERE ARE YOU GOING?

Pupil 1: I'M GOING FISHING. (Shows his fishing equipment.)

Pupil 2: SURE, I'LL GO WITH YOU. BUT FIRST I HAVE TO GET MY FISHING POLE.

Pupil 1: O.K. BUT HURRY. I'LL WAIT HERE FOR YOU.

Pupil 2: I'LL BE RIGHT BACK.

Second Year

Playlet No. 11: Going to School

Scene: In Front of Pupil 1's House

Directions: Have Pupil 1 carry his school book.

Pupil 1: (Carrying his book. He sees Pupil 2.)
HELLO! I'M ON MY WAY TO SCHOOL. DO YOU WANT TO WALK WITH ME?

Pupil 2: I'D LIKE TO. BUT FIRST I HAVE TO GET MY BOOKS.

Pupil 1: O.K. BUT HURRY SO WE WON'T BE LATE.

Pupil 2: I'LL BE RIGHT BACK.

Playlet No. 12: Going to the Post Office

Scene: In Front of Pupil 1's House

Directions: Provide Pupil 1 with a letter to carry.

Pupil 1: (Walking out of his house with a letter in his hand. He sees Pupil 2.) HELLO. WANT TO WALK WITH ME?

Pupil 2: SURE. WHERE ARE YOU GOING?

Pupil 1: TO THE POST OFFICE. I HAVE TO MAIL (or, POST) THIS LETTER. (Holds up the letter.)

Pupil 2: OH. ARE YOU COMING RIGHT BACK?

Pupil 1: YES.

Pupil 2: THEN I'LL GO WITH YOU.

Playlet No. 13: Going to the Bus Station

Scene: In Front of Pupil 1's House

Pupil 1: (Walking out of his house. Starts walking away. He doesn't see Pupil 2.)

Pupil 2: HELLO, ________ (Pupil 1)! WAIT FOR ME! WHERE ARE YOU GOING?

Pupil 1: TO THE BUS STATION.

Pupil 2: WHY?

Pupil 1: TO MEET MY UNCLE. HE'S COMING TO VISIT US.

Playlet No. 14: An Improvisation on Playlets 8 - 13

Scene: In Front of Pupil 1's House

Directions: 1. The pupils must have mastered Playlets 8 - 13 thoroughly. Review possible opening lines (see 4 below). Review possible responses to the question, "Where are you going?" (See below.)

2. Have on hand all of the props used in Playlets 8 - 13.

3. The lines in this playlet may have several variations depending on the ability and ingenuity of the pupils to use the language practised in Playlets 8 - 13.

4. Possible opening lines for Pupil 1 to use:

HELLO, (Pupil 2).

HELLO, DO YOU WANT TO GO WITH ME.

HELLO. I'M ON MY WAY TO SCHOOL (THE MARKET, THE BUS STATION, ETC.).

HELLO. WANT TO WALK WITH ME?

5. Possible responses to the question, "Where are you going?"

I'M GOING TO SCHOOL.

I'M GOING TO THE MARKET (TO THE BUS STATION, TO THE POST OFFICE).

I'M GOING FISHING (SHOPPING).

Second Year

Playlet No. 13: Going to the Bus Station

Scene: In Front of Pupil 1's House

Pupil 1: (Walking out of his house. Starts walking away. He doesn't see Pupil 2.)

Pupil 2: HELLO, ________! WAIT FOR ME! WHERE ARE YOU GOING?
(Pupil 1)

Pupil 1: TO THE BUS STATION.

Pupil 2: WHY?

Pupil 1: TO MEET MY UNCLE. HE'S COMING TO VISIT US.

Second Year

Example No. 1:

Pupil 1: HELLO, (Pupil 2).

Pupil 2: HELLO. WHERE ARE YOU GOING?

Example No. 2:

Pupil 1: HELLO. DO YOU WANT TO GO WITH ME?

Pupil 2: SURE. WHERE ARE YOU GOING?

Example No. 3:

Pupil 1: HELLO. I'M ON MY WAY TO THE MARKET. WANT TO GO WITH ME?

Pupil 2: O.K. BUT I MUST ASK MY MOTHER FIRST.

Playlet No. 15: Making a Boat

Scene: In the Yard of Pupil 2's House

Directions: Provide Pupil 2 with material to make a boat -- light pieces of wood or some other light material which will float, and paper for a sail, also a pan of water. For a variation on a sinking boat, provide the pupil with a piece of metal, a broken piece of pottery, or some other material which will sink.

Pupil 1: (Looking at what Pupil 2 is doing.)
THAT LOOKS LIKE FUN. WHAT ARE YOU DOING?

Pupil 2: I'M MAKING A BOAT. (Holding it up.)
SEE, IT'S ALMOST READY!

Pupil 1: WILL IT FLOAT?

Pupil 2: I DON'T KNOW. LET'S TRY IT. (Puts the boat in a pan of water.)

Pupil 1 & 2: (If the boat floats...) IT WORKS! IT FLOATS! IT FLOATS! HURRAY!

Pupil 1 & 2: (If the boat doesn't float...)
OH, IT'S SINKING! IT'S NO GOOD! IT DOESN'T WORK. IT DOESN'T FLOAT.

Playlet No. 17: Drawing a Picture

Scene: In the Yard of Pupil 2's House

Directions: Use the same drawings as were used for Playlet 16.

Pupil 1:	(Looking at what Pupil 2 is doing.) WHAT ARE YOU DOING?
Pupil 2:	I'M DRAWING A PICTURE. CAN YOU SEE (GUESS) WHAT IT IS? (Holds up the nearly finished picture.)
Pupil 1:	I THINK IT'S A _____.*
Pupil 2:	THAT'S RIGHT! YOU'VE GUESSED IT?

*The pupil will have to learn the name of what he thinks it is.

Second Year

Playlet No. 16: Drawing a Picture

Scene: In the Yard of Pupil 2's House

Directions: Have all the pupils in the class draw an almost complete picture.

Pupil 1: (Looking at what Pupil 2 is doing.)
WHAT ARE YOU DOING?

Pupil 2: (Bending over his picture with a pencil.)
I'M DRAWING A PICTURE. CAN YOU SEE (GUESS) WHAT IT IS?
(Holds up the nearly finished picture.)

Pupil 1: NO, I CAN'T. YOU'LL HAVE TO TELL ME.

Pupil 2: WELL, IT'S A ______.*

*The pupil will have to learn the name of what he has drawn.

Playlet No. 18: Looking at Pictures in a Book

Scene: In the Yard of Pupil 2's House

Directions: Have Pupil 2 look at a book used by all the pupils in the classroom.

Pupil 1: (Looking at what Pupil 2 is doing.)
WHAT ARE YOU DOING?

Pupil 2: I'M LOOKING AT PICTURES. SEE THIS ____?
(Points to a picture and names the object.)

Pupil 1: YES. I HAVE THE SAME PICTURE IN MY BOOK.

Pupil 2: I KNOW.

Playlet No. 19: Playing Jacks

Scene: In the Yard of Pupil 2's House

Directions: Have the pupils each bring a number of small pebbles to class.

Pupil 1: (Looking at what Pupil 2 is doing.)
WHAT ARE YOU DOING?

Pupil 2: I'M PICKING UP PEBBLES. I'M GOING TO PLAY JACKS.*

Pupil 1: OH. I THINK I'LL DO THE SAME THING.

Pupil 2: O.K. LET'S SEE WHO IS THE BEST PLAYER.

---

*JACKS. A game played in some form by children in many parts of the world. Kneeling on the ground, the child tosses a pebble into the air. He must try to pick up another pebble from the ground before he catches the first one. Substitute the name the game (or something similar) is called in your region.

Playlet No. 20: An Improvisation on Playlets No. 15 - 19

Scene: In the Yard of Pupil 2's House

Directions:

1. The pupils must have mastered Playlets 15 - 19 thoroughly. Review the opening line, "What are you doing?" and the various possible responses (see below).
2. Have on hand all of the props used in Playlets 15 - 19.
3. The lines in this playlet may have several variations depending on the response to the question, "What are you doing?"
4. Possible responses to the question "What are you doing?."

I'M MAKING A BOAT.

I'M DRAWING A PICTURE.

I'M LOOKING AT PICTURES.

I'M PICKING UP PEBBLES.

Second Year

Three examples of the opening lines of possible improvisations:

Example No. 1:

Pupil 1: WHAT ARE YOU DOING?
Pupil 2: I'M MAKING A BOAT.
Pupil 1: OH. I THINK I'LL DO THE SAME.

Example No. 2:

Pupil 1: WHAT ARE YOU DOING?
Pupil 2: I'M DRAWING A PICTURE.
Pupil 1: (With a book in his hand.) I'M LOOKING AT PICTURES.

Example No. 3:

Pupil 1: WHAT ARE YOU DOING?
Pupil 2: I'M PICKING UP PEBBLES.
Pupil 1: WILL THEY FLOAT?

THIRD YEAR PLAYLETS

LANGUAGE USED IN THIRD YEAR PLAYLETS

STATEMENTS

It's almost 8 o'clock.

It's time to go to school.

Then hurry, so you won't be late.

So long!

It's exactly 12 noon.

It's lunch time.

It's time to eat, and I'm hungry!

Then, let's eat our lunch together.

O.K. That's a good idea.

It's 3 o'clock, and it's time to go home.

Let's go.

It's so dark!

It's no wonder I'm tired.

It's almost time to go to bed.

Yes, soon.

Yes, I do, I'm very hungry.

Yes, I'm thirsty, too.

Here, these are for you. Enjoy them.

Say, I'm full. The sandwiches were good.

And the juice was, too.

I'm glad you liked the lunch.

Well, then let's go out to play now.

It's my father's/sister's birthday.
I want to buy a shirt/blouse for him/her.

No, that's too big/small.

My father/sister needs a bigger/smaller one.

Just a moment.

Yes, that's fine!

Yes, certainly.

Yes, that's perfect.

No, I'm afraid that's too small.

Oh, that's too much.

I don't have enough money.

I can show you a cheaper shirt.

Oh, thank you. Please, do.

That's fine. I have enough money for that.

THIRD YEAR STATEMENTS (CONTINUED)

Well, I'll sell it to you for $3.00.

It's a bargain. Here's $3.00
Wrap it up, please.

I'll give you $2.00 for it.

Impossible! It's not worth $1.00!

It's the finest I have.

I'll sell it to you for $3.00.

That's still too much.

Sold! Don't bother to wrap it.

Well, here's your package.

I hope you'll enjoy using it.

I hope so, too. Here's the money.

Goodbye, come again.

I will, goodbye.

THIRD YEAR QUESTIONS

What time is it?

Then what are we waiting for?

Do you want something to eat?

Do you want something to drink, too?

Did you have enough?

Did you eat lunch already?

One like this?

Maybe one like this?

Could you show me some?

What about this?

Then what about this one?

How much does it cost?

Shall I wrap it up for you?

How much is that basket?

Third Year

Playlet No. 1: Telling Time -- Morning

Scene: Morning of a School Day -- At Home

Directions: 1. The teacher must make the necessary adjustment in the underlined time indicated as the beginning school hour.

2. Necessary prop: a cardboard clock, or one drawn on the blackboard.

3. Set the hands of the clock a little before 8:00 A.M.

Pupil 1: (Walking into the room. The hands of the clock are pointing to almost 8:00 A.M.)
WHAT TIME IS IT?

Pupil 2: IT'S ALMOST 8 O'CLOCK. IT'S TIME TO GO TO SCHOOL.

Pupil 1: THEN HURRY, SO YOU WON'T BE LATE!

Pupil 2: SO LONG!

Third Year

Playlet No. 2: Telling Time -- Noon

Scene: Noon of a School Day -- At School

Directions:
1. The teacher must make the necessary adjustments in the underlined time indicated as the school lunch hour or recess.
2. Necessary prop: a cardboard clock, or one drawn on the blackboard.
3. Set the hands of the clock at 12 noon.

Pupil 1: (Walking into the room. The hands of the clock are pointing to 12 Noon.)
WHAT TIME IS IT?

Pupil 2: IT'S EXACTLY 12 NOON. IT'S LUNCH TIME. IT'S TIME TO EAT, AND I'M HUNGRY!

Pupil 1: THEN, LET'S EAT OUR LUNCH TOGETHER.

Pupil 2: O.K. THAT'S A GOOD IDEA.

Playlet No. 3: Telling Time -- Afternoon

Scene: The End of a School Day

Directions: 1. The teacher must make the necessary adjustments in the underlined time indicated as the end of the school day.

2. Necessary props: a cardboard clock, or one drawn on the blackboard.

3. Set the hands of the clock at 3:00 P.M.

Pupil 1: (Walking into the room. The hands of the clock are pointing to 3:00 P.M.)
WHAT TIME IS IT?

Pupil 2: IT'S 3 O'CLOCK, AND IT'S TIME TO GO HOME.

Pupil 1: THEN WHAT ARE WE WAITING FOR?

Pupil 2: LET'S GO!

Third Year

Playlet No. 4: Telling Time — Evening

Scene: Time to Go to Bed — At Home

Directions:
1. The teacher must make the necessary adjustments in the underlined time indicated as a reasonable time for children to retire for the night in the region.
2. Necessary props: a cardboard clock, or one drawn on the blackboard.
3. Set the hands of the clock at 8:30 P.M.

Pupil 1: (Walking into the room. The hands of the clock are pointing to 8:30 P.M.)
IT'S SO DARK! WHAT TIME IS IT?

Pupil 2: IT'S 8:30.

Pupil 1: IT'S NO WONDER I'M TIRED. IT'S ALMOST TIME TO GO TO BED.

Pupil 2: YES, SOON.

Playlet No. 5: Lunch Is Served

Scene: Before Lunch

Directions: Provide the necessary props: a cardboard clock; some sandwiches;* a glass of juice or other beverage.

Pupil 1: (Points to clock which indicates lunchtime.)
IT'S LUNCHTIME. DO YOU WANT SOMETHING TO EAT?

Pupil 2: YES, I DO! I'M VERY HUNGRY.

Pupil 1: DO YOU SOMETHING TO DRINK, TOO?

Pupil 2: YES, I'M THIRSTY, TOO.

Pupil 1: HERE, THESE ARE FOR YOU. ENJOY THEM.
(Gives Pupil 2 some sandwiches and a glass of juice.)

Pupil 2: THANK YOU.

*Substitute another food item if sandwiches are not known in your region.

Third Year

Playlet No. 6: Lunchtime Is Over

Scene: After Lunch

Directions: Provide the necessary props: an empty glass; wrappings used for sandwiches.

Pupil 1: SAY, I'M FULL! THE SANDWICHES WERE GOOD! AND THE JUICE WAS, TOO.

Pupil 2: I'M GLAD YOU LIKED THE LUNCH. DID YOU HAVE ENOUGH?

Pupil 1: YES, I DID. DID YOU EAT LUNCH ALREADY?

Pupil 2: YES, I DID.

Pupil 1: WELL, THEN LET'S GO OUT TO PLAY NOW.

Pupil 2: O.K.

Playlet No. 7: An Improvisation Based on Playlets 1 - 6

Scene: The Clock Determines the Time and the Scene

Directions: 1. The pupils must have mastered Playlets 1 - 6 thoroughly. The teacher should review the question form "What time is it?" and the various responses (see below).

2. Have on hand a card board clock or one drawn on the blackboard.

3. Let Pupil 2 set the hands of the clock, while Pupil 1 is sent out of the room or asked to turn his back to the clock.

4. When Pupil 1 walks into the room, he might say "What time is it?" to which he might get the response:

IT'S 8:00 O'CLOCK.
IT'S TIME TO GO TO SCHOOL.
IT'S TIME TO GO HOME.
IT'S TIME TO GO EAT.
IT'S LUNCH/BEDTIME.
IT'S NOON.

Playlet No. 8: Buying a Birthday Gift for Father

Scene: At the Store

Directions: 1. The necessary props are a small, medium or large size shirt.

2. Pupil 2 plays the role of the Storekeeper.

Pupil 1: (To the Storekeeper.)
IT'S MY FATHER'S BIRTHDAY. I WANT TO BUY A SHIRT FOR HIM.

Storekeeper: (Holding up a small shirt.)
ONE LIKE THIS?

Pupil 1: NO, THAT'S TOO SMALL. MY FATHER NEEDS A BIGGER ONE.

Storekeeper: JUST A MOMENT. ONE LIKE THIS?
(He holds up the large shirt.)

Pupil 1: YES, THAT'S FINE.

Third Year

Four examples of opening lines and possible improvisations follow:

Example No. 1:

Pupil 1: WHAT TIME IS IT?

Pupil 2: IT'S 8:00 O'CLOCK.

Pupil 1: THEN IT'S TIME TO GO TO SCHOOL. or, IT'S ALMOST TIME TO GO TO BED.

Example No. 2:

Pupil 1: WHAT TIME IS IT?

Pupil 2: IT'S NOONTIME.

Pupil 1: IT'S NO WONDER I'M HUNGRY. LET'S EAT. or, IT'S TIME TO EAT.

Example No. 3:

Pupil 1: I'M HUNGRY.

Pupil 2: IT'S NO WONDER YOU'RE HUNGRY. IT'S NOON. or, WELL, IT'S LUNCHTIME. LET'S EAT OUR LUNCH TOGETHER.

Example No. 4:

Pupil 1: WHAT TIME IS IT?

Pupil 2: IT'S 12:30.

Pupil 1: DID YOU HAVE LUNCH ALREADY? or, LET'S EAT OUR LUNCH. or THEN WHAT ARE WE WAITING FOR? LET'S EAT!

Third Year

Playlet No. 9: Buying a Birthday Gift for Brother

Scene: At the Store

Direction: 1. The necessary props are a small, medium and large suze shirt.

2. Pupil 2 plays the role of the Storekeeper.

Pupil 1: (To the Storekeeper.)
I WANT TO BUY A SHIRT FOR MY BROTHER. COULD YOU SHOW ME SOME?

Storekeeper: YES, CERTAINLY.
(Holding up a very large shirt.)
ONE LIKE THIS?

Pupil 1: NO, THAT'S TOO BIG. MY BROTHER NEEDS A SMALLER ONE.

Storekeeper: ALL RIGHT. MAYBE ONE LIKE THIS?
(Holds up the small one.)

Pupil 1: YES, THAT'S FINE.

Playlet No. 10: Buying a Gift for Mother

Scene: At the Store

Directions: 1. The necessary props are a small, medium and large size blouse.

2. Pupil 2 plays the role of the Storekeeper.

Pupil 1: (To the Storekeeper.)
IT'S MY MOTHER'S BIRTHDAY. I WANT TO BUY A BLOUSE FOR HER.
COULD YOU SHOW ME SOME?

Storekeeper: (Holding up a small blouse.)
ONE LIKE THIS?

Pupil 1: NO, THAT'S TOO SMALL. MY MOTHER NEEDS A LARGER ONE.

Storekeeper: JUST A MOMENT.
(He holds up a larger one.)
HOW ABOUT THIS?

Pupil 1: YES, THAT'S PERFECT.

Third Year

Playlet No. 11: Buying a Birthday Gift for Sister

Scene: At the Store

Directions: 1. The necessary props are a small, a medium and a large size blouse.

2. Pupil 2 plays the role of the Storekeeper.

Pupil 1: (To the Storekeeper.)
IT'S MY SISTER'S BIRTHDAY. I WANT TO BUY A BLOUSE FOR HER.

Storekeeper: ALL RIGHT.
(Holding up a large bouse.)
ONE LIKE THIS?

Pupil 1: NO, THAT'S TOO LARGE. MY SISTER NEEDS A SMALLER ONE.

Storekeeper: JUST A MOMENT. WHAT ABOUT THIS?
(Holding up the small blouse.)

Pupil 1: NO, I'M AFRAID THAT'S TOO SMALL.

Storekeeper: THEN WHAT ABOUT THIS ONE?
(Holding up the medium size one.)

Pupil 1: YES, THAT'S PERFECT.

Playlet No. 12: An Improvisation on Playlets 8 - 11

Scene: At the Store

Directions: 1. The pupils must have mastered Playlets 8 - 11. Review possible opening lines (see 3 below).

2. Have on hand all of the props used in Playlets 8 - 11.

3. Possible opening lines:

I WANT TO BUY A SHIRT FOR MY FATHER (BROTHER).

I WANT TO BUY A BLOUSE FOR MY MOTHER (SISTER).

IT'S MY MOTHER'S (FATHER'S, BROTHER'S, SISTER'S) BIRTHDAY.
I WANT TO BUY A SHIRT (BLOUSE) FOR HIM (HER).

Third Year

Examples of possible improvisations:

Example No. 1:

Pupil 1: IT'S MY MOTHER'S BIRTHDAY. I WANT TO BUY A BLOUSE FOR HER.

Storekeeper: ALL RIGHT.
(Holds up a small blouse.)
ONE LIKE THIS? or, HOW ABOUT THIS?

Pupil 1: NO, THAT'S TOO SMALL...

Example No. 2:

Pupil 1: IT'S MY BROTHER'S BIRTHDAY. COULD YOU SHOW ME SOME SHIRTS.

Storekeeper: YES, CERTAINLY.
(Holding up a blouse.)
WHAT ABOUT THIS?

Pupil 1: NO, A SHIRT FOR MY BROTHER.

Storekeeper: OH, I'M SORRY. NOW I UNDERSTAND.

Example No. 3:

Pupil 1: I WANT TO BUY A BLOUSE FOR MY SISTER. COULD YOU SHOW ME SOME?

Sotrekeeper: JUST A MOMENT.
(Holds up a large blouse.)
HOW ABOUT THIS? or, I DON'T HAVE ANY SMALL ONES.

Playlet No. 13: Some Things Cost Too Much!

Scene: At the Store

Directions: 1. For props, provide a shirt, a blouse and 2 or 3 other items.

2. Pupil 2 plays the role of the Storekeeper.

Pupil 1: (Pointing to a shirt.)
HOW MUCH DOES IT COST?

Storekeeper: IT'S $10.*

Pupil 1: OH, THAT'S TOO MUCH. I DON'T HAVE ENOUGH MONEY.

Storekeeper: I CAN SHOW YOU A CHEAPER SHIRT.

Pupil 1: OH, THANK YOU! PLEASE, DO.

*Substitute a very high price in the currency used in your region.

Playlet No. 14: Some Things Are Priced Just Right

Scene: At the Store

Directions: 1. For props, provide a shirt, a blouse and 2 or 3 other items.

2. Pupil 2 plays the role of the Storekeeper.

Pupil 1: (Pointing to a shirt.)
HOW MUCH DOES IT COST?

Storekeeper: IT'S $3.59.*

Pupil 1: THAT'S FINE. I HAVE ENOUGH MONEY FOR THAT.

Storekeeper: SHALL I WRAP IT UP FOR YOU?

Pupil 1: YES, PLEASE DO.

*Substitute a reasonable price in the currency used in your region.

Playlet No. 15: Don't Ever Pay More Than It's Worth

Scene: At the Store

Directions: For props, provide several different items.

Pupil 1: (Pointing to a teapot.)
HOW MUCH DOES IT COST?

Storekeeper: IT'S $5.00.*

Pupil 1: OH, THAT'S TOO MUCH! I'LL GIVE YOU $2.00 FOR IT.

Storekeeper: WELL, I'LL SELL IT TO YOU FOR $3.00.*

Pupil 1: IT'S A BARGAIN. HERE'S $3.00. WRAP IT UP, PLEASE.

*Substitute a high price for a teapot in the currency used in your region.

Playlet No. 16: The Master Bargainer

Scene: At the Store

Directions: For props, provide several different items.

Pupil 1: (Pointing to a basket.)
HOW MUCH IS THAT BASKET?

Storekeeper: $3.75.*

Pupil 1: IMPOSSIBLE! IT'S NOT WORTH $1.00!

Storekeeper: IT'S THE FINEST I HAVE. I'LL SELL IT TO YOU FOR $3.00.

Pupil 1: THAT'S STILL TOO MUCH.

Storekeeper: $2.50 THEN.

Pupil 1: SOLD. DON'T BOTHER TO WRAP IT.

*Substitute a high price for a basket in the currency used in your region.

Playlet No. 17: Leaving the Store with a Purchase

Scene: At the Store

Directions: For props, provide a wrapped package, and several other items on the Storekeeper's shelf.

Storekeeper: (With the package in his hands.)
WELL, HERE'S YOUR PACKAGE. I HOPE YOU'LL ENJOY USING IT.

Pupil 1: I HOPE TO, TOO. (Taking the package.)
HERE'S THE MONEY.

Storekeeper: THANK YOU. GOOD BYE, COME AGAIN.

Pupil 1: I WILL. GOOD BYE!
(Leaves with the package in his arms.)

Third Year

Playlet No. 18: An Improvisation on Playlets 13 - 17

Scene: At the Store

Directions: 1. The pupils must have mastered Playlets 13 - 17.

2. Have on hand all of the props used in Playlets 13 - 17.

An example of an improvisation which might take place:

Pupil 1: (Pointing to a basket.)
HOW MUCH DOES IT COST?

Storekeeper: IT'S $5.00.

Pupil 1: OH, THAT'S TOO MUCH.

Storekeeper: WELL, I'LL SELL IT TO YOU FOR $3.00.

Pupil 1: I DON'T HAVE ENOUGH MONEY.

Storekeeper: $2.50, THEN.

Pupil 1: THAT'S FINE.

Storekeeper: SHALL I WRAP IT UP?

Pupil 1: YES, PLEASE DO.

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5-0775

FINAL REPORT

Project No. HE-084
Grant No. SAE 4-10-027

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

Appendix IV.

Songs and Physical Education Activities

January 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

ED 018 676

TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER:

An Investigation of New Concepts in Language Learning

GERALD DYKSTRA
Principal Investigator

Appendix IV.

Songs and Physical Education Activities

January 1967

Teachers College, Columbia University
New York, New York

Council for Public Schools, Inc.
Boston, Mass.

SONGS

AN INTRODUCTION TO THE SONGS

Songs for the TESL materials consist of a group of specially composed melodies and folk melodies chosen or arranged to follow the natural rhythms of American English speech. The songs illustrate different points of language. Some repeat the structures and vocabulary of the Communication Activities. Others present structures and vocabulary that cannot be appropriately presented in other modes of the TESL Project materials.

Teachers and pupils in several parts of the world have shown unusual enthusiasm for language learning in this mode. Wherever the TESL pilot recordings were tried out, they were immediately accepted and, significantly, represented no problems of teacher training among teachers with a vast range of backgrounds, from highly trained to almost untrained. Content presented in this mode enable children to absorb a great deal at a time, without reference to special skills or lack of them.

Each song would ideally be preceeded by a section on how to present the language used in the song. Illustrations would give gestures that accompany and demonstrate the words.

For tryout purposes the songs were recorded on 7-inch flexible vinyl discs. Song arrangements on the recordings highlight both individual and group performance. Accompaniment was kept at a minimum, but rhythm was strong.

If a teacher wished to teach a lesson in the song mode, he introduced the linguistic content and the gestures that accompanied it. Then he played the recording while the pupils listened. He played it again and had pupils join in with the chorus, which in every case repeated the entire song as introduced by the soloist. Pupils watched and followed the teacher until gestures or movements had been learned. Then they practiced the song.

The songs were field-tested in Nigeria, Peru, Japan, Saipan, Navaho Indian Reservation (New Mexico), Choctaw Indian Reservation (Mississippi), Texas, New York, Puerto Rico, and Hawaii.

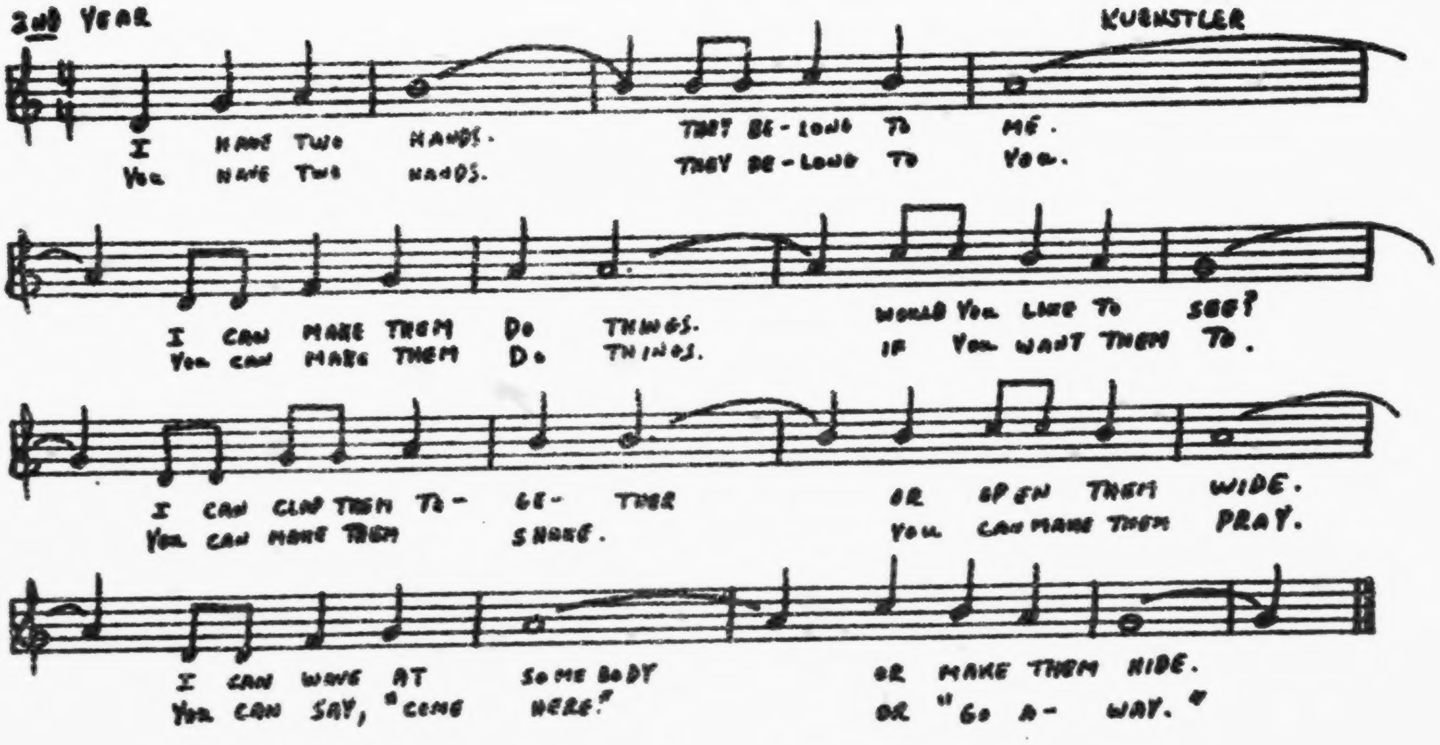
Observation and feedback from tryout centers indicate that a program of songs can be valuable tools in teaching rhythm, stress and structure of English.

I HAVE TWO HANDS

I have two hands.
They belong to me.
I can make them do things.
Would you like to see?
I can clap them together
Or open them wide.
I can wave at somebody
Or make them hide.

You have two hands.
They belong to you.
You can make them do things,
If you want them to.
You can make them shake.
You can make them pay.
You can say "Come here"
Or "Go away."

I HAVE TWO HANDS


2ND YEAR
KUENSTLER
I HAVE TWO HANDS. THEY BE-LONG TO ME.
YOU HAVE TWO HANDS. THEY BE-LONG TO YOU.
I CAN MAKE THEM DO THINGS. WOULD YOU LIKE TO SEE?
YOU CAN MAKE THEM DO THINGS. IF YOU WANT THEM TO.
I CAN CLAP THEM TO-GE-THER OR OPEN THEM WIDE.
YOU CAN MAKE THEM SHAKE. YOU CAN MAKE THEM PRAY.
I CAN WAVE AT SOMEBODY OR MAKE THEM HIDE.
YOU CAN SAY, "COME HERE." OR "GO A-WAY."

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VISITING THE DOCTOR

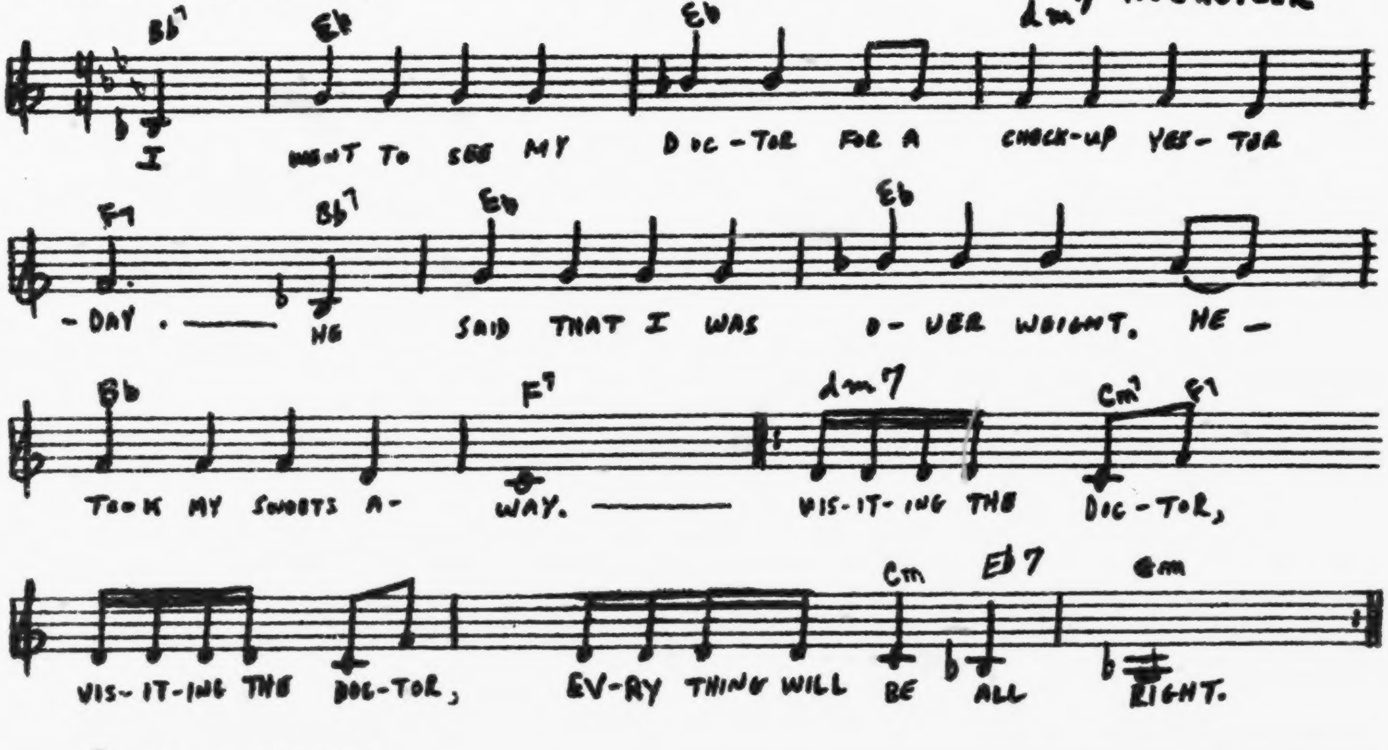
I went to see my doctor for a checkup yesterday.
He said that I was overweight.
He took my sweets away.

Visiting the doctor, visiting the doctor,
Everything will be all right.
Visiting the doctor, visiting the doctor,
Everything will be all right.

VISITING THE DOCTOR

PERUVIAN INDIAN MELODY

KUENSTLER


Bb7 Eb Eb dm7
I WENT TO SEE MY DOC-TOR FOR A CHECK-UP YES-TER
F7 Bb7 Eb Eb
-DAY. HE SAID THAT I WAS O-VER WEIGHT. HE-
Bb F7 dm7 Cm7 F7
TOOK MY SWEETS A-WAY. VIS-IT-ING THE DOC-TOR,
Cm Eb7 Gm
VIS-IT-ING THE DOC-TOR, EV-RY THING WILL BE ALL RIGHT.

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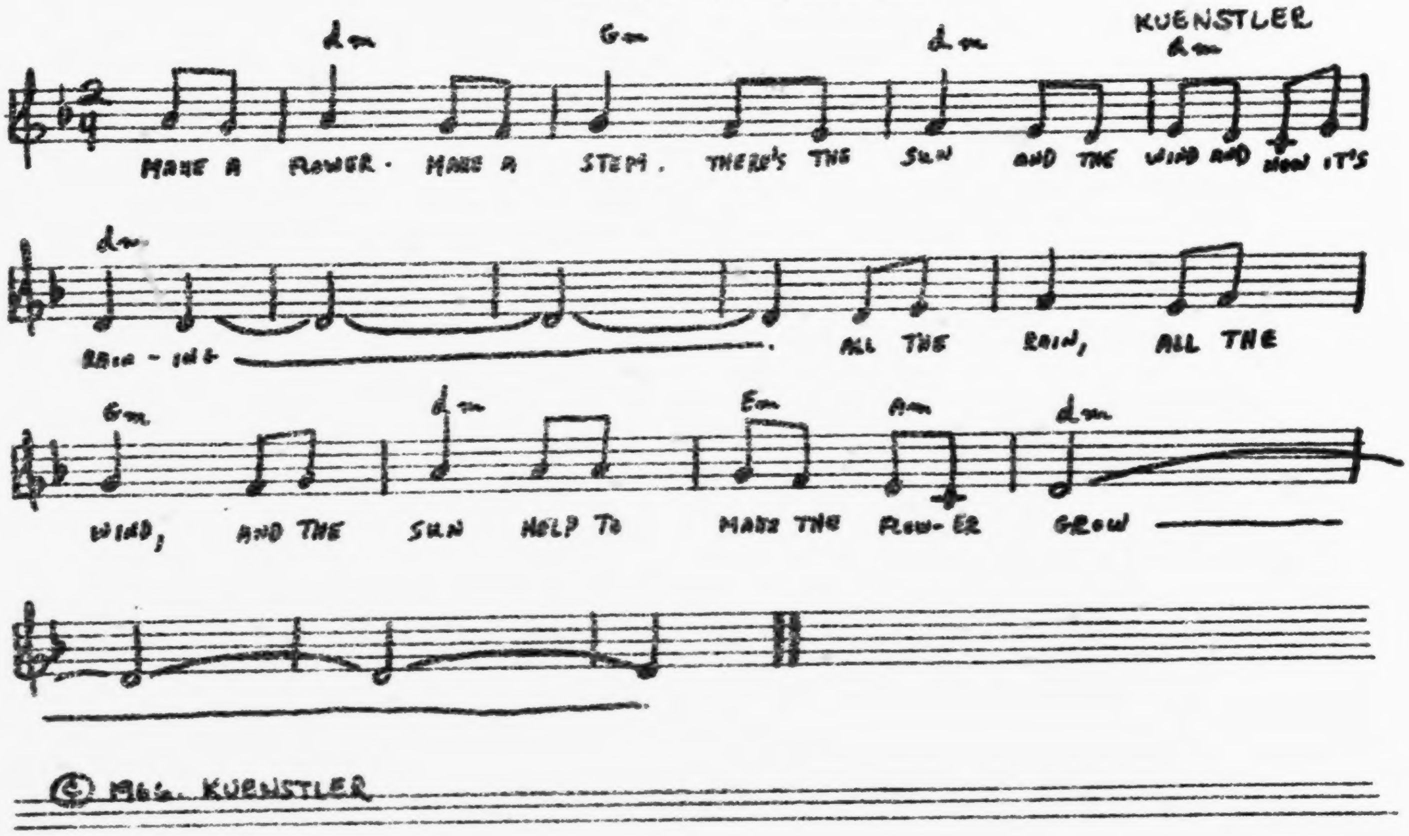
MAKE A FLOWER

Make a flower.
Make a stem.
There's the sun and the wind,
   and now it's raining.
All the rain, all the wind,
   and the sun
   help to make the flower grow.

MAKE A FLOWER

KUENSTLER


dm
Gm
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MAKE A FLOWER. MAKE A STEM. THERE'S THE SUN AND THE WIND AND NOW IT'S
dm
RAIN - ING . ALL THE RAIN, ALL THE
Gm
dm
Em
Am
dm
WIND, AND THE SUN HELP TO MAKE THE FLOW- ER GROW

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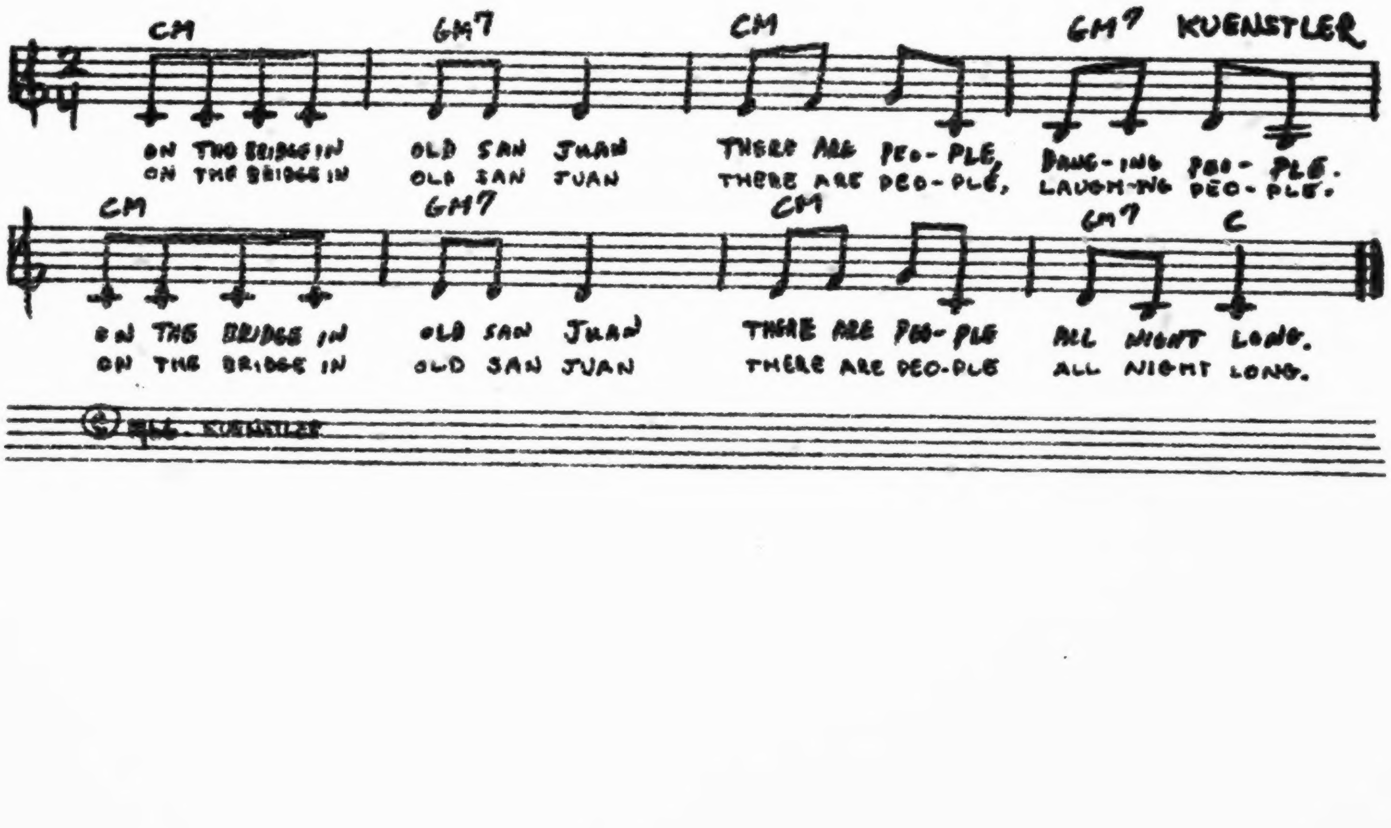
ON THE BRIDGE

On the bridge in old San Juan
   there are people, dancing people.
On the bridge in old San Juan
   there are people all night long.

On the bridge in old San Juan
   there are people, laughing people.
On the bridge in old San Juan
   there are people all night long.

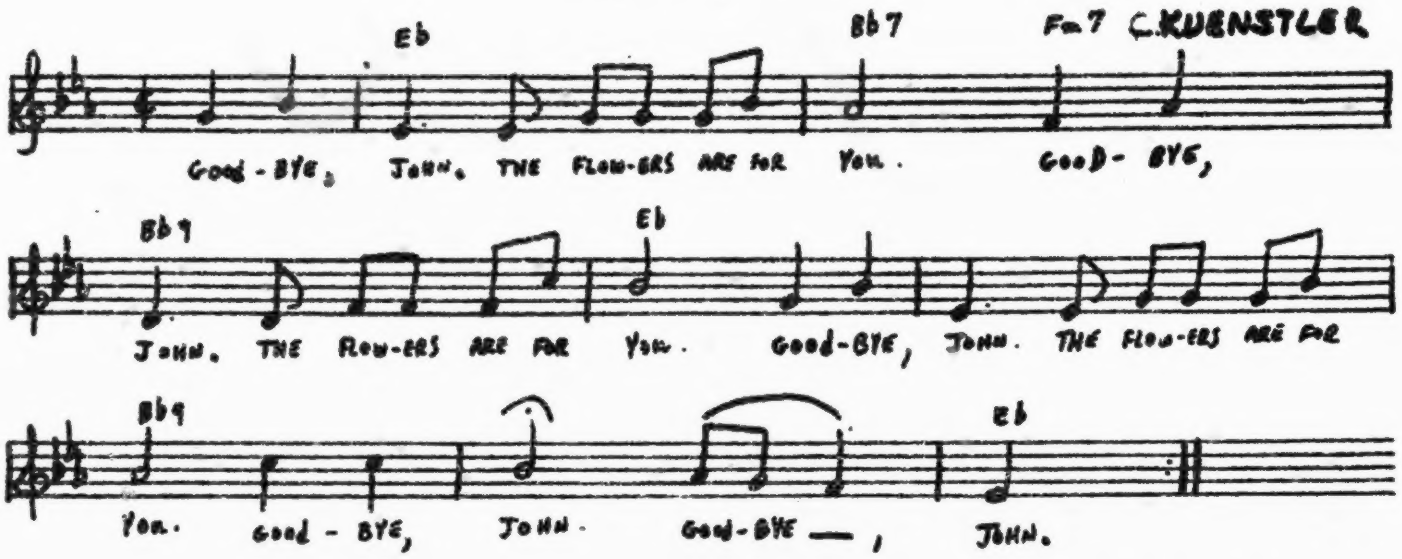
ON THE BRIDGE


KUENSTLER
CM
GM7
CM
GM7
ON THE BRIDGE IN / OLD SAN JUAN / THERE ARE PEO-PLE, / DANC-ING PEO-PLE.
ON THE BRIDGE IN / OLD SAN JUAN / THERE ARE PEO-PLE, / LAUGH-ING PEO-PLE.
CM
GM7
CM
GM7
C
ON THE BRIDGE IN / OLD SAN JUAN / THERE ARE PEO-PLE / ALL NIGHT LONG.
ON THE BRIDGE IN / OLD SAN JUAN / THERE ARE PEO-PLE / ALL NIGHT LONG.
© 1966. KUENSTLER

GOODBYE, JOHN

Goodbye, John.
The flowers are for you.
Goodbye, John.
The flowers are for you.
Goodbye, John.
The flowers are for you.
Goodbye, John. Goodbye, John.

GoodbYE, JOHN


Eb
Bb7
Fm7
C.KUENSTLER
GOOD-BYE, JOHN. THE FLOW-ERS ARE FOR YOU. GOOD-BYE,
Bb7
Eb
JOHN. THE FLOW-ERS ARE FOR YOU. GOOD-BYE, JOHN. THE FLOW-ERS ARE FOR
Bb7
Eb
YOU. GOOD-BYE, JOHN. GOOD-BYE —, JOHN.

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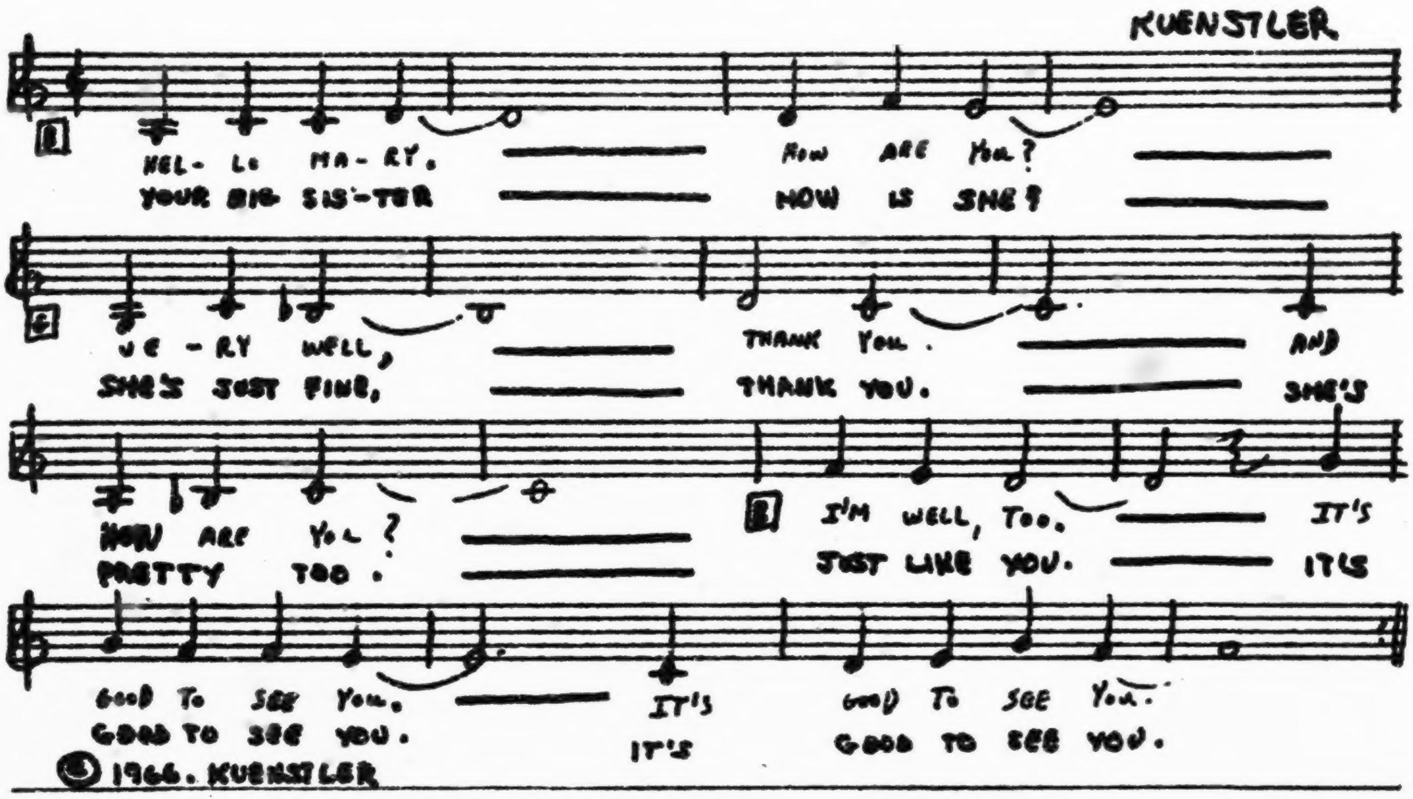
HELLO, MARY

Hello, Mary. How are you?
Very well, thank you. And how are you?
I'm well, too. It's good to see you.
It's good to see you.

Your big sister - How is she?
She's just fine, thank you.
She's pretty, too. Just like you.
It's good to see you.
It's good to see you.

HELLO, MARY

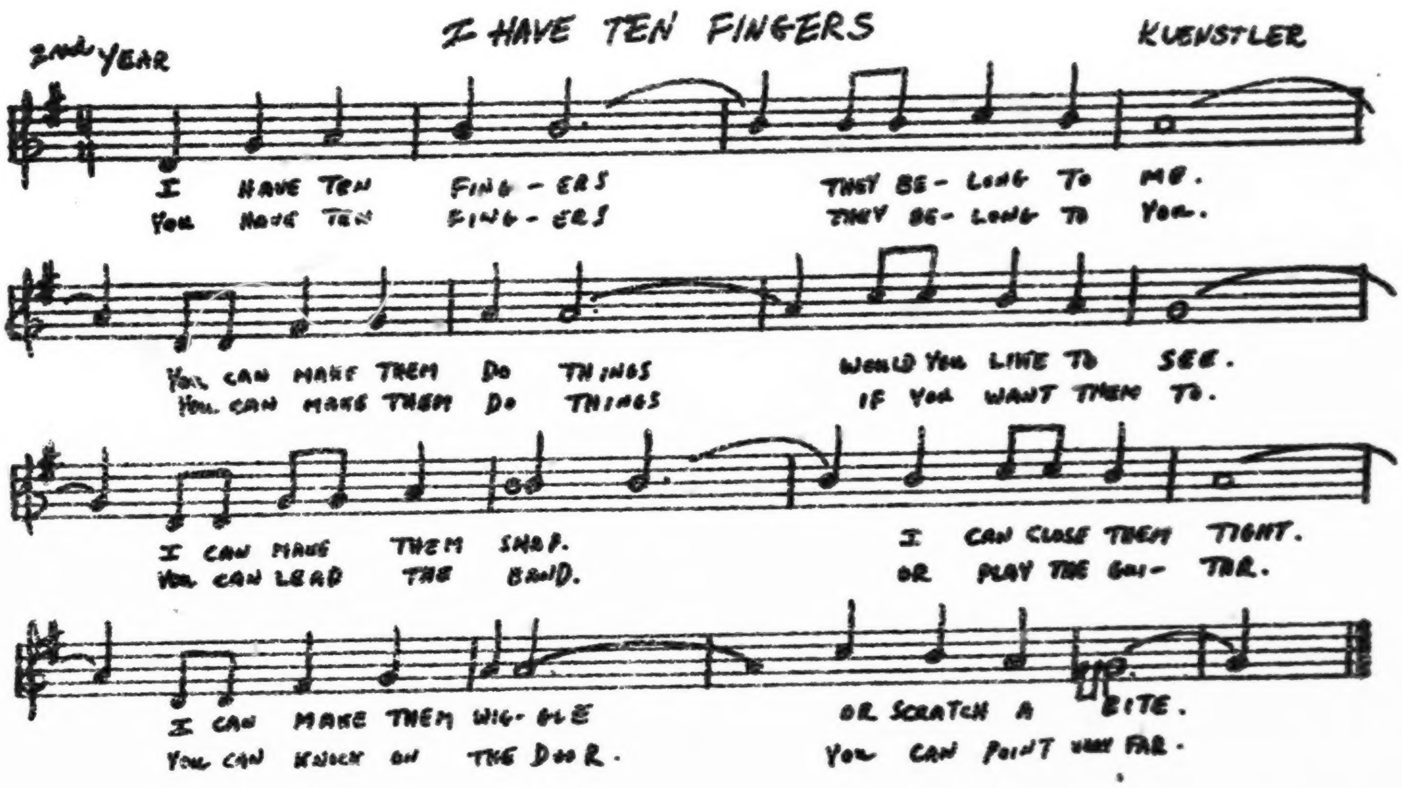
KUENSTLER


A
HEL- LO MA - RY. HOW ARE YOU?
YOUR BIG SIS-TER HOW IS SHE?
B
VE - RY WELL, THANK YOU. AND
SHE'S JUST FINE, THANK YOU. SHE'S
HOW ARE YOU? PRETTY TOO.
B
I'M WELL, TOO. IT'S
JUST LIKE YOU. IT'S
GOOD TO SEE YOU. IT'S GOOD TO SEE YOU.
GOOD TO SEE YOU. IT'S GOOD TO SEE YOU.
© 1966. KUENSTLER

I HAVE TEN FINGERS

I have ten fingers.
They belong to me.
I can make them do things.
Would you like to see.
I can make them snap.
I can close them tight.
I can make them wiggle
Or scratch a bite.

You have ten fingers.
They belong to you.
You can make them do things,
If you want them to.
You can lead the band.
Or play guitar . . .
You can knock on the door,
You can point very far.


I HAVE TEN FINGERS
KUENSTLER
2nd YEAR
I HAVE TEN FING - ERS THEY BE- LONG TO ME.
YOU HAVE TEN FING - ERS THEY BE- LONG TO YOU.
YOU CAN MAKE THEM DO THINGS WOULD YOU LIKE TO SEE.
YOU CAN MAKE THEM DO THINGS IF YOU WANT THEM TO.
I CAN MAKE THEM SNAP. I CAN CLOSE THEM TIGHT.
YOU CAN LEAD THE BAND. OR PLAY THE GUI- TAR.
I CAN MAKE THEM WIG- GLE OR SCRATCH A BITE.
YOU CAN KNOCK ON THE DOOR. YOU CAN POINT VERY FAR.

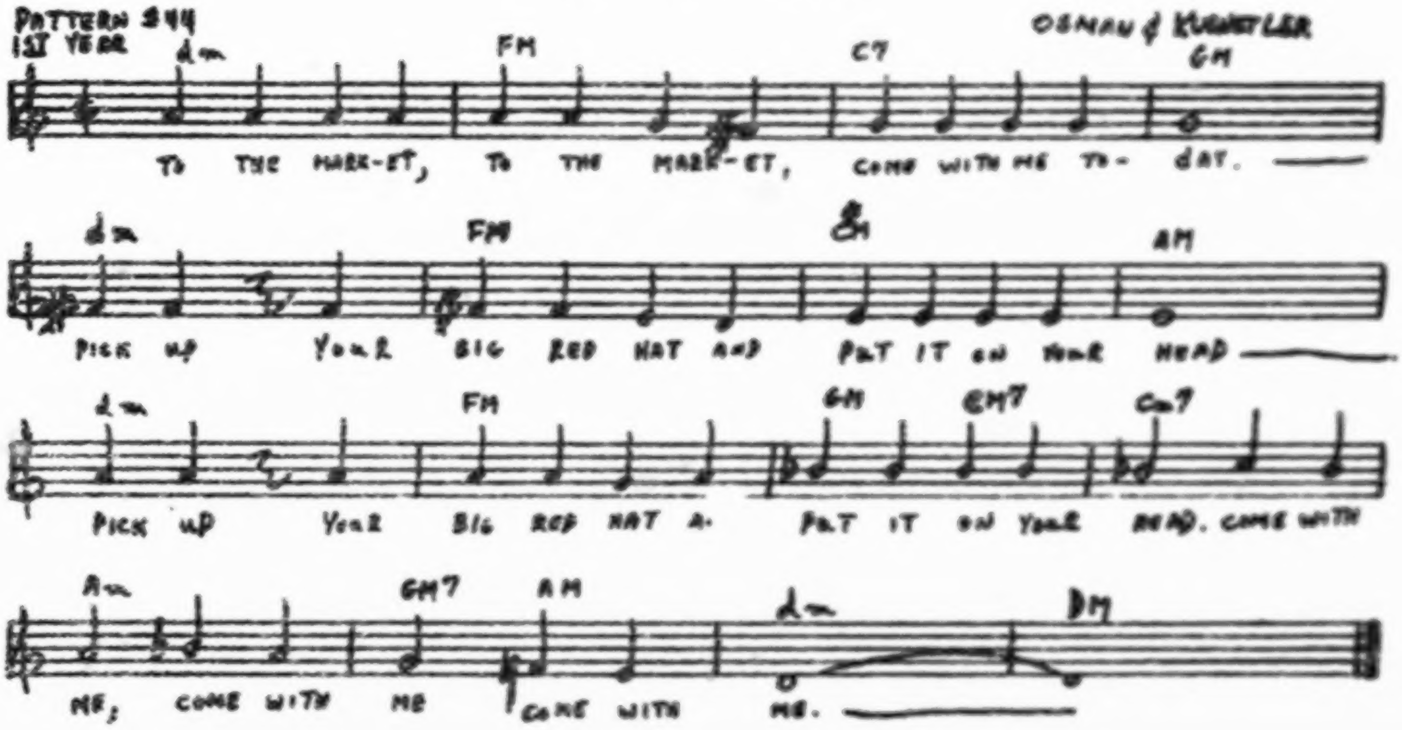
©1966 KUENSTLER

TO THE MARKET

To the market, to the market,
Come with me today.
Pick up your big red hat and put it on your head.
Pick up your big red hat and put it on your head.
Come with me. Come with me. Come with me.

To the market, to the market,
Come with me today.
Pick up your big green bag and put your money in it.
Pick up your big green bag and put your money in it.
Come with me. Come with me. Come with me.

TO THE MARKET


PATTERN 344
1ST YEAR
OSMAN & KUENSTLER
dm FM C7 GM
TO THE MARK-ET, TO THE MARK-ET, COME WITH ME TO- DAY.
dm FM Gm AM
PICK UP YOUR BIG RED HAT AND PUT IT ON YOUR HEAD
dm FM GM GM7 C7
PICK UP YOUR BIG RED HAT A- PUT IT ON YOUR HEAD. COME WITH
Am GM7 AM dm DM
ME, COME WITH ME COME WITH ME.

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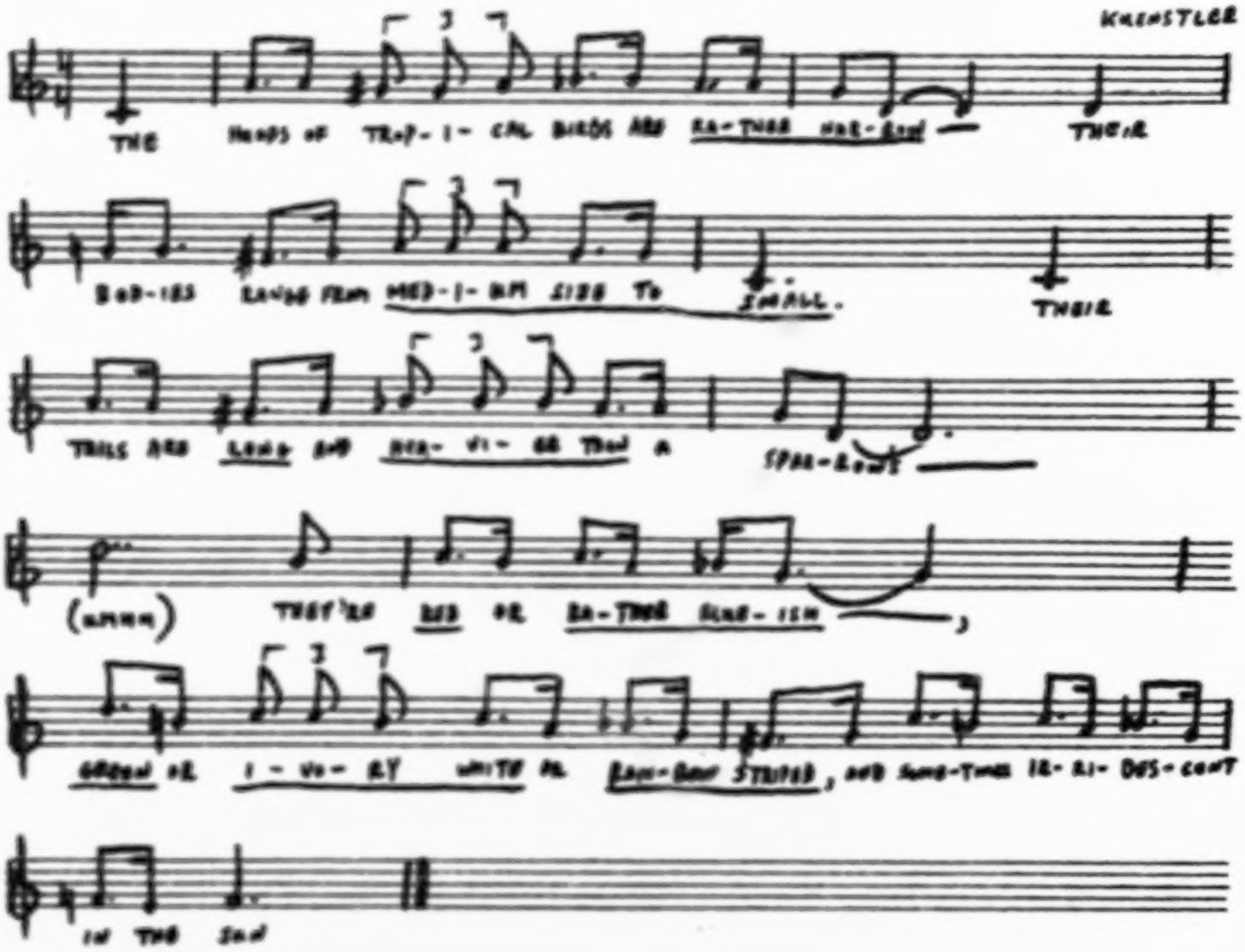
TROPICAL BIRDS

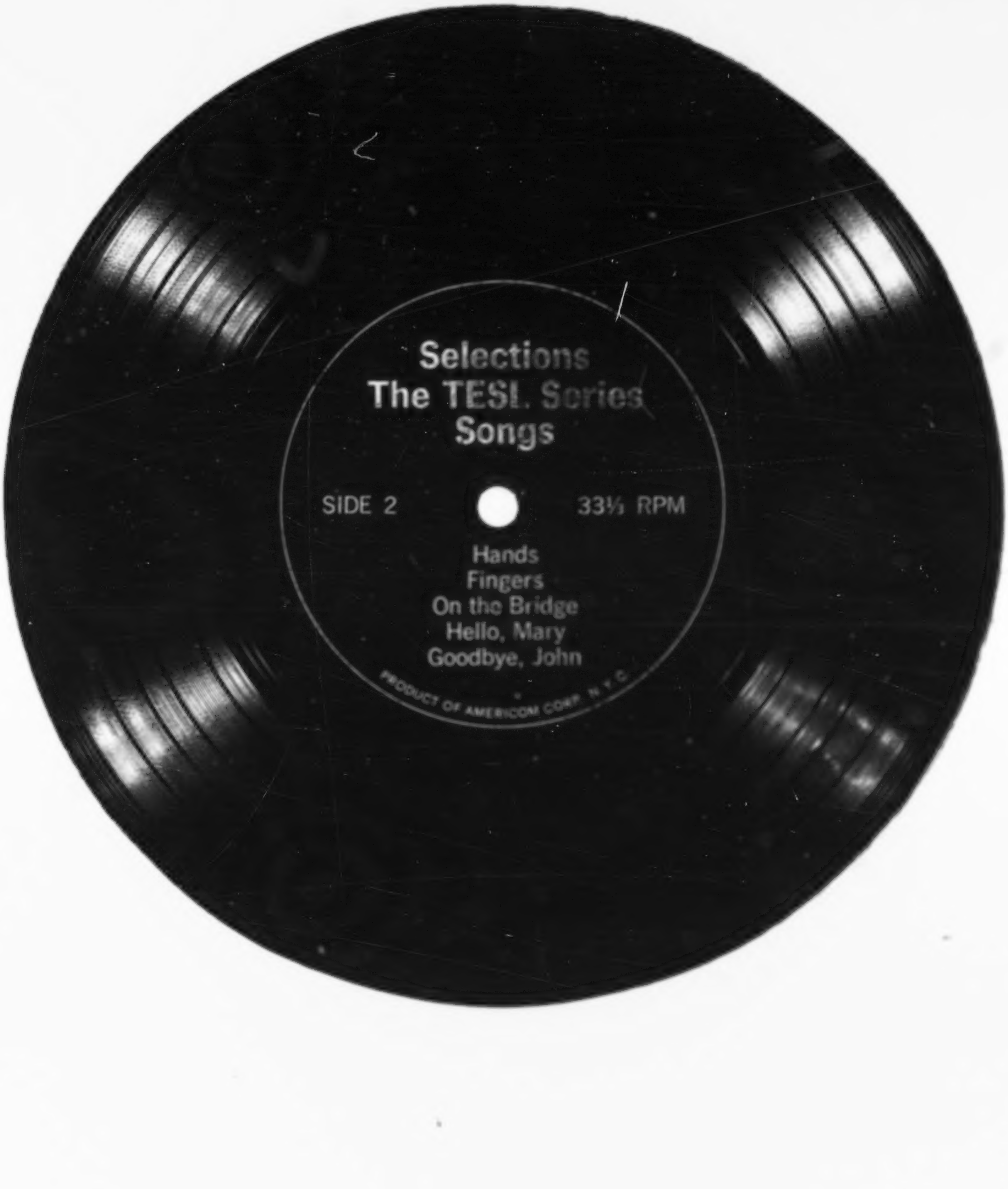
The heads of tropical birds are rather narrow.
Their bodies range from medium size to small.
Their tails are long and heavier than a sparrow's.
UMMMM.
They're red or rather bluish
Green
Or ivory white or rainbow striped
And sometimes irridescent in the sun.

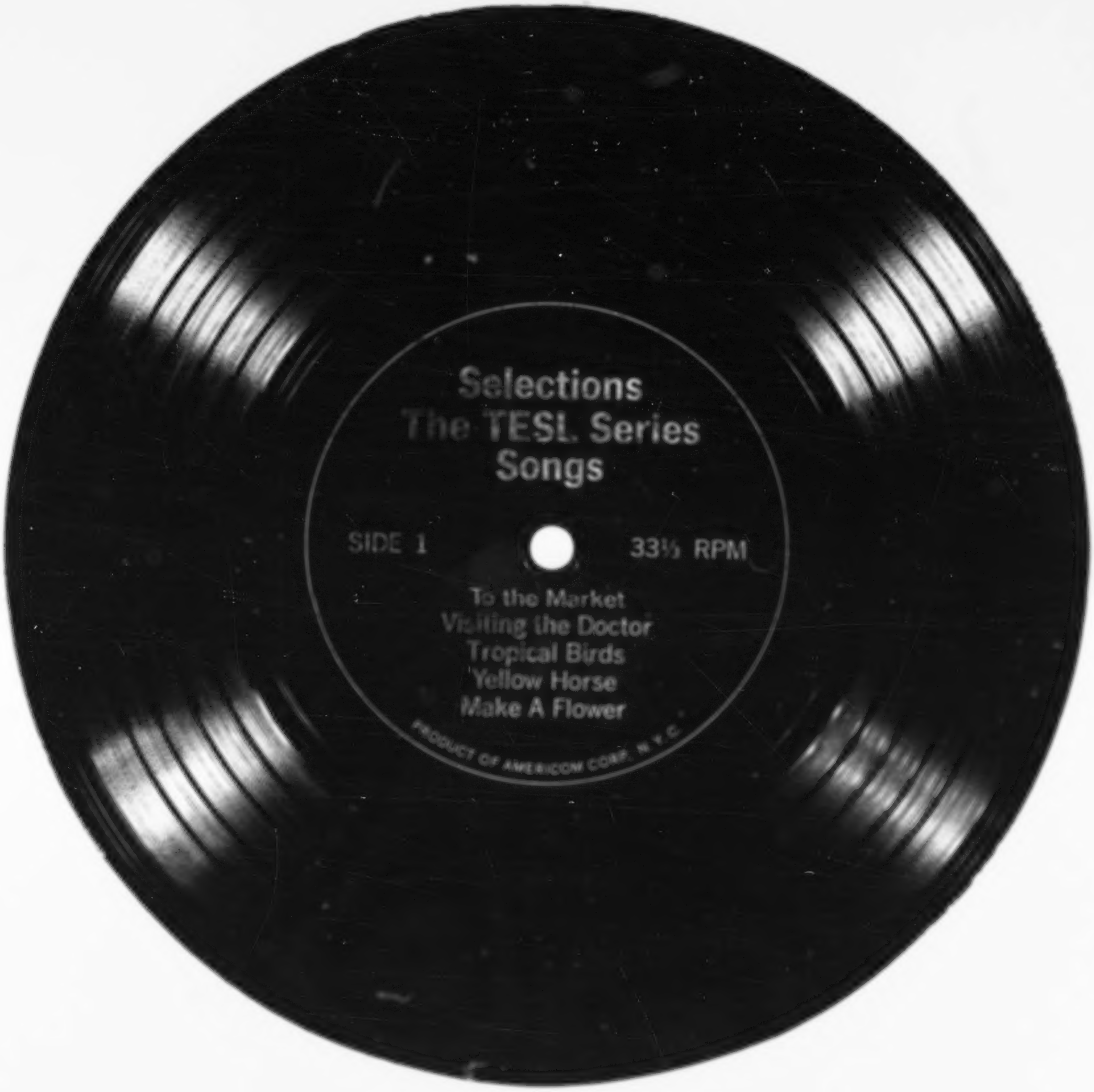
TROPICAL BIRDS

KUENSTLER


3
THE HEADS OF TROP- I- CAL BIRDS ARE RA-THER NAR-ROW — THEIR
BOD-IES RANGE FROM MED-I-UM SIZE TO SMALL. THEIR
TAILS ARE LONG AND HEA- VI- ER THAN A SPAR-ROW'S —
(UMMM) THEY'RE RED OR RA-THER BLUE-ISH —,
GREEN OR I - VO- RY WHITE OR RAIN-BOW STRIPED, AND SOME-TIMES IR- RI- DES- CENT
IN THE SUN

© 1966. KUENSTLER


Selections
The TESL Series
Songs
SIDE 2
33⅓ RPM
Hands
Fingers
On the Bridge
Hello, Mary
Goodbye, John
PRODUCT OF AMERICOM CORP. N.Y.C.


Selections
The TESL Series
Songs
SIDE 1
33⅓ RPM
To the Market
Visiting the Doctor
Tropical Birds
Yellow Horse
Make A Flower
PRODUCT OF AMERICOM CORP., N.Y.C.

PHYSICAL EDUCATION ACTIVITIES

AN INTRODUCTION TO THE PHYSICAL EDUCATION ACTIVITIES

The Physical Education Activities consist of vocabulary and structures related to movement and directions. These are recorded to the rhythms of percussive instruments or electronic sounds on 7-inch flexible vinyl discs. The Physical Education Activities provide an additional mode for small group work. They provide opportunities for speaking and responding physically to English in groups under conditions that are less demanding than those of the Communication Activities. Communication takes place, but there is nothing to cause automatic breakdown of the activity in case of error or communication failure. The first purpose of these exercises is language practice rather than communication. It is therefore the job of the teacher to watch for all types of errors in the individual groups as they participate in the activities.

The Physical Education Activities are used in conjunction with the Communication Activities as seems most appropriate. The teacher uses the same general procedure as with the Communication Activities. That is, he introduces the language with a Presentation and practices with the whole class. He proceeds to group work by demonstrating with a model group, then dividing the class into groups for further practice. The Presentation of the language is done by means of the recording.

1. Presentation

As the record speaks, the teacher demonstrates the movements and the pupils watch. The record is played again and the class tries to follow the movements. The record is played once more and the class tries to pronounce the words as they do the movements.

2. The Model Group

After sufficient language practice a model group of four pupils is selected. One pupil is the first leader. The teacher helps him to give the orders and sees that the other three pupils (not the leader himself) do what he says. The leader then takes the place of the record and gives the commands which are done by the members of his group, but not by him. At a pre-arranged signal by the teacher, one of the remaining three in the group is selected to be the next leader. Now the second leader says the commands. As before, the leader does not do the actions. This process is repeated until all four pupils in the demonstration group have given the commands.

3. Practice Groups

Now the whole class is divided into groups of four which work together in the same way for this and all subsequent excercises. They will regularly be the same groups that have already been established for the Communication Activities.

For variation after the pupils have learned the rhythms and words, the teacher allows the leaders to give the commands to their groups in any sequence they like at the speed they like.

The following activities were recorded for test purposes:

Year One. Classroom Instructions

1. Stand up. Sit down.
Stand up. Sit down.
Stand up.
Now turn around,
And sit down.

Year One. Forward and Back

2. Step forward.
Step back.
Step forward.
Step back.
Step forward, step forward,
Step back, step back,
Step forward, step back,
Step forward, turn around
And stop.

Year One. Parts of the Body

3. Touch your toes (bounce, bounce)
Straighten up.
Touch your nose.
Touch your clothes.
(Repeat.)

Year One. Up and Down; Parts of the Body

4. Put your head up. Put your head down.
Put your head up. Put your head down.
Put your arm up. Put your arm down.
Put your foot up. Put your foot down.
Put your foot up. Put your foot down.
Now turn around, and sit down.

Year One. Parts of a Room; Verbs

5. Stretch to the ceiling.
Point to the door.
Look out the window.
Sit on the floor.
(Repeat.)

Year One. Slow and Fast; Verbs

6. Join hands and make a circle.
Walk, walk. Faster, faster. Slower, slower.
Stop.
Skip, skip. Faster, faster. Slower, slower. Stop.
Hop, hop. Faster, faster, slower, slower, stop.

The following activities were recorded for test purposes:

Year One. Classroom Instructions

1. Stand up. Sit down.
Stand up. Sit down.
Stand up.
Now turn around,
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Step forward, step forward,
Step back, step back,
Step forward, step back,
Step forward, turn around
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Year One. Parts of the Body

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(Repeat.)

Year One. Up and Down; Parts of the Body

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Put your head up. Put your head down.
Put your arm up. Put your arm down.
Put your foot up. Put your foot down.
Put your foot up. Put your foot down.
Now turn around, and sit down.

Year One. Parts of a Room; Verbs

5. Stretch to the ceiling.
Point to the door.
Look out the window.
Sit on the floor.
(Repeat.)

Year One. Slow and Fast; Verbs

6. Join hands and make a circle.
Walk, walk. Faster, faster. Slower, slower.
Stop.
Skip, skip. Faster, faster, Slower, slower. Stop.
Hop, hop. Faster, faster, slower, slower, stop.

PLAY AND SAY
RECORD 2
33⅓ RPM
PHYSICAL EDUCATION
ACTIVITIES